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ABSTRACT

This manual combines best practices for involvement of supervisors and counterparts in programming, training, and volunteer activities from the three regions of the Peace Corps. Its intent is to offer ideas for participatory development to supplement the work being done with partners at posts. It is designed to help associate Peace Corps directors (APCDs), program managers, programming and training officers (PTOs), and training staff identify, learn from, train, and support their counterparts and supervisors. The manual is divided into three sections. Section 1, Working with Supervisors and Counterparts, provides an overview of who community partners are and why they are valued, along with a timeline of opportunities for involving them throughout the volunteer cycle. Section 2, Developing a Supervisor and Counterpart Workshop, provides the "core" components derived from field practices for a one-day supervisor/counterpart training, including an agenda and session plans. Section 3, A Supervisor/Counterpart Model Handbook, offers a template than can be customized as a resource for particular supervisors and counterparts. (YLB)

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Working With Supervisors and Counterparts

Peace Corps
2002

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Working With Supervisors and Counterparts

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Acknowledgments

The Peace Corps has worked with host country nationals since its inception. In order to build local capacity, it is necessary for our partners to be brought into all aspects of Peace Corps work. The remaining materials in ***Working With Supervisors and Counterparts*** support the capacity-building framework by placing an emphasis on the value and opportunities of host national participation and by giving tips and tools for training design and handbook development.

The Peace Corps would like to acknowledge the contribution made to these materials by the people in the field who shared their many post resources for working with community partners.

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Introduction

The Peace Corps is committed to implementing projects that promote sustainable development. The most significant way it achieves sustainable development is by building the capacity of community members to achieve the changes they feel are the most important for the quality of their lives.

The Peace Corps begins by designing a country program strategy at each post. This is based on the development needs and priorities at the local level first and then on national policies. Part of the strategy is to identify host country individuals who can serve as the voice of the people and become partners in the development process.

> *How can persons of one world effectively plan and manage activities for people of the other without understanding them on their own terms? There is often an assumption among development professionals that a good development project sells itself. The project is seen to have viability apart from the people for whom it is intended. To be successful a project should be designed and executed with significant participation of the beneficiaries at each step of the way. Effective understanding of these people is achieved by listening to them. This understanding is the basis for the kind of communication between people and managers which underlies both the participation of the community and the success of the project.*
>
> Reprinted with permission from Lawrence Salmen, *Listen to the People, Participant-Observer Evaluation of Development Projects*, pages 3, 49-50. Oxford University Press, 1987.

Therefore Peace Corps programmers, as they design and implement specific country projects, need to be aware of the characteristics of successful participatory development. The most important characteristic of participatory development is identifying and including partners as participants in the process. As Peace Corps and host country nationals work together, an interdependent relationship is built. Ultimately, all of those involved realize that they need each other and that all will benefit from a collective and collaborative effort. Partners realize that the goals and objectives of projects are in their own best interest and that the effort will help to improve their situation or the quality of their lives. Accordingly, they expect to share in the responsibility for and decision-making activities of the project. If engaged from the start, partners can be active participants in as many phases of the project(s) as possible.

Partners support the programming team at one level and the Volunteer at another. A programming partner may be someone from a ministry, the head of a nongovernmental organization (NGO), a Supervisor of Volunteers, or a selected Volunteer Counterpart who

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works with program managers. The partner is a colleague or peer of the programmer who may serve on a post project advisory board or become involved in many programming and training efforts with the programmer. On the other hand, a Volunteer's partner is someone identified as a Supervisor or Counterpart of that Volunteer. Such partners are key to capacity building at the community project level because they work in activities directly with the Volunteer. Whatever form a partner takes, the key is participation. A guiding principle of the Peace Corps' participatory philosophy is:

If you are working alone,
you are not doing development!

What does this mean for the Peace Corps and for programmers, Volunteers, their Supervisors and Counterparts? Basically, it indicates that the Peace Corps must find ways and means of bringing Supervisors and Counterparts into every aspect of development work. Valuing their participation entails ongoing opportunities to include them in all programming, training, and evaluation efforts. It is a partnership that has mutual benefits. When programmers, Volunteers, Supervisors, Counterparts, and communities as a whole work together, Peace Corps projects and each country program are enhanced.

About This Manual

This manual combines best practices for involvement of Supervisors and Counterparts in programming, training, and Volunteer activities from the three regions of the Peace Corps. The intent of the manual is to offer ideas for participatory development to supplement the already fine work being done with partners at posts. This manual will help associate Peace Corps directors (APCDs), program managers, programming and training officers (PTOs), and training staff identify, learn from, train, and support their Counterparts and Supervisors.

Note that the manual often refers to APCDs and program managers as programmers and refers to Supervisors and Counterparts as community partners.

The manual is divided into three sections:

Section 1. Working With Supervisors and Counterparts—an overview of who our community partners are and why they are valued, and a timeline of opportunities for involving them throughout the Volunteer cycle.

Section 2. Developing a Supervisor and Counterpart Workshop—the "core" components derived from field practices for a one-day Supervisor/Counterpart training, including an agenda and session plans.

Section 3. A Supervisor/Counterpart Model Handbook—a template that can be customized as a resource for particular Supervisors and Counterparts.

Importance of Working With Partners in Capacity Building

Who Are Counterparts and Supervisors?

Both Counterparts and Supervisors work closely with program managers and Volunteers. They are aware of the local environment, culture, and history, and the effect of these factors on project development. With this awareness, they provide guidance and assistance to Volunteers working with communities and stakeholders on project activities. This professional and cross-cultural guidance can help increase the long-term positive impact of the project activities in making sure that they are culturally, politically, and economically appropriate and sustainable.

Counterparts

Though there are similarities between Counterparts and Supervisors, they usually are different people in different roles. Counterparts fulfill the capacity-building aspect of the Volunteers' work. Volunteers and Counterparts share their knowledge, skills, and attitudes with each other. Counterparts come from a network of people and groups that Volunteers connect with through their jobs, community activities, or individual activities. They may be professional colleagues, members of organizations or committees, or community members. These people may or may not have official jobs or titles—it is their meaningful connection with the Volunteer that makes them viable Counterparts. Volunteers may have more than one Counterpart, and, over time, Volunteers' Counterparts may change. This change is common and normal. Counterparts are in many ways a reflection of the communities in which Volunteers serve and of the changes that occur within these communities.

Supervisors

A Supervisor is a person in a leadership capacity in the host country organization or agency that is the primary sponsor of the Volunteer's site assignments and projects. This is the person who gives structure to the Volunteer's assignment and opportunities for feedback. The Supervisor is sometimes considered the Volunteer's "boss," as in the case of a principal at a school or the director of an NGO. The Supervisor usually comes from within the formal sponsor organization that the Volunteer has been assigned to: farmer associations, parent-teacher associations, cooperatives, chambers of commerce, community organizations, local, regional, or national non-governmental service organizations, or local, regional, or national government agencies or ministries.

The function of the Supervisor is to oversee the Volunteer's work. A Supervisor may or may not be a Counterpart for the Volunteer, depending upon the situation. Volunteers work on their reports with their Supervisors, request feedback, make requests for leaves of absence, and generally keep their Supervisors informed of their activities.

A Supervisor can have many roles, depending upon how each country post is arranged. Following are some of these roles:

Possible Supervisor Roles

- ☐ To provide structure, advice, and guidance for the Volunteer's placement
- ☐ To reinforce the link between Peace Corps projects and the Volunteer assignment
- ☐ To understand Peace Corps policy and procedures
- ☐ To introduce the Volunteer to the community and to Counterpart(s)
- ☐ To provide feedback on safety and security issues
- ☐ To assist in finding housing, if possible
- ☐ To provide a job framework and work activities for the Volunteer
- ☐ To assist the Volunteer in identifying critical Counterparts
- ☐ To design work plans with the Volunteer
- ☐ To work with the Volunteer on reports
- ☐ To assist the Volunteer in formalizing leaves of absence
- ☐ To assess job performance with the Volunteer
- ☐ To give the Volunteer feedback on work and cultural activities
- ☐ To work with the Volunteer on meeting personal and professional goals
- ☐ To partner with the Volunteer in developing community projects
- ☐ To collaborate with program managers and other program and training staff on project and training needs
- ☐ To provide support in emergencies
- ☐ To provide advice and training for the Peace Corps

In a somewhat different function, Counterparts are those people who work with Volunteers and jointly learn through experience how to do something new within the local cultural context with enough competence and confidence to transfer their learning (in terms of knowledge, skills, and attitudes) to others. They often carry on activities after a Volunteer has left an assignment. They may have one or many of the following roles as they work with Volunteers:

Possible Counterpart Roles

- ☐ To serve as a partner in development
- ☐ To develop and implement programs and projects with the Volunteer
- ☐ To contribute to the sustainability of a program or project
- ☐ To be a cultural informant
- ☐ To ensure that local needs are recognized and met
- ☐ To act as a resource for people and things
- ☐ To provide feedback on safety and security issues
- ☐ To exchange technical skills
- ☐ To share their knowledge, skills, and attitudes with others in their communities
- ☐ To continue to *build local capacity* after the Volunteer has left

A variety of terms are used for partners in the Peace Corps, some of which are listed below.

Terms used for Counterparts

Term	Interpretation
Counterpart	Historically a commonly used, generic term for someone who works with the Volunteer
Homologue	The French word for "Counterpart." Often used in African posts
First contact, or initial contact person	Someone identified by the project manager as being the first person that the Volunteer establishes contact with. This person is responsible for introducing the Volunteer around the community and helping the Volunteer get settled. The Volunteer can choose whether or not to keep this person as a Counterpart
Community educator or mentor	Someone identified by the project manager responsible for introducing the Volunteer to the community
Community member	Someone who is likely to work with the Volunteer as a beneficiary of project activities
Community partner, community Counterpart	Someone who works with the Volunteer on community projects
Formal Counterpart	Someone who is designated by the project manager or sponsoring organization to work with the Volunteer as his/her "official" Counterpart. This person probably works for the same organization as the Volunteer and is quite familiar with the Volunteer's job responsibilities
Informal Counterpart	Someone the Volunteer identifies as a Counterpart whom he/she wants to work with. This person can come from any level of the Volunteer's activities
Advisor	Someone identified by the project manager to serve on an as-needed basis as an advisor for the Volunteer
Cultural informant or "coach"	Someone identified by the project manager responsible for introducing the Volunteer to the community and offering guidance and assistance for cross-cultural issues that arise

Note that Supervisors often act as Counterparts for Volunteers.

What Does the Term Capacity Building Mean to the Peace Corps and Its Partners?

The Peace Corps works within a human capacity-building framework where the focus of work is on the development of people, not things—assisting people to develop the capacity to improve their own lives according to their own decisions. This capacity building needs to happen at a number of different levels. Counterparts and Supervisors are instrumental in helping to ensure that sustainable development is happening at all levels of the capacity-building framework.

The Four Levels of Capacity Building

Individual members of the community, project participants

They could be the students in a classroom, farmers in a cooperative, or clients served by an NGO. Building capacities at this level is usually a major focus of the Volunteer. Much of the work Volunteers do with their Counterparts supports capacity building at an individual level as, together, they initiate community activities.

Professionals, service providers

These could be teachers in a school, leaders of an NGO, or managers of a farmers' cooperative. While each Volunteer has an identified community partner who may or may not be a service provider, there are others at the same level of leadership as Volunteers who provide services to individual members of the community. Strengthening capacities at this level helps ensure local leadership for continuing activities into the future. Capacity-building activities might include workshops, working directly with Counterparts and possibly Supervisors, and modeling improved methods, trainings, or support in a community activity.

Communities

These include the village or neighborhood in which the Volunteer lives or the area served by the project in which the Volunteer is working. Reaching out into communities and building capacities with activities such as creating a community health committee, organizing a parent teacher association, or helping organize an Earth Day cleanup campaign broaden the base of participation and ensure continuity. Partners are very involved in this area of capacity building with programmers and Volunteers.

Organizations

The school, NGO, and farmers' cooperative where the Volunteer is placed are examples. Strengthening organizational capacities, such as developing management skills within an NGO, working with teachers to develop organizational skills and materials for a school, or helping health workers develop a record-keeping system for a clinic, helps root other activities in an ongoing, functioning, and supportive environment. Work with Supervisors and Counterparts can be key to the capacity-building efforts of organizations

Supervisor and Counterpart contributions increase the chances that capacity will be built and development will be sustainable. As these results are achieved, Volunteers feel a greater degree of satisfaction about their years of service. Further, the collaborative relationship among Volunteers, Supervisors, and Counterparts builds new skills in the Volunteers and enhances the benefits of the Peace Corps experience on a personal level.

Who mentors whom?

A male Volunteer was assigned to a secondary school in Leninogorsk, eastern Kazakhstan. Having a degree in wildlife biology, he took a secondary project at the West Altay Botanical Garden. His colleague there was a famous 65-year-old botanist Yuriy Androvich, who, from the Volunteer's words, not only gave him valuable lessons on West Altay flora but also lessons about life. The Volunteer helped the local botanist conduct biological site surveys and collect samples of local flora for classification. He helped classify and describe a new plant that Yuriy named after him.

Peace Corps/Kazakhstan

For more information on the capacity building framework refer to the ***Programming and Training Booklet 1: The Basics of the Peace Corps Staff and Host Country Agency Partners*** (ICE No. T0113).

What Are the Mutual Benefits of Working Together?

Project goals and objectives are driven by country and community needs. A Volunteer often acts as a change agent in his/her community, but change cannot be sustainable if it is not "owned" by the community and community partners. Including Supervisors and Counterparts in Peace Corps activities and trainings and including other programming partners in Peace Corps activities ensures that all members are engaged in the process for mutually designed benefit. The following are four categories of potential benefits to be derived from working together.

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Benefits for Peace Corps and Host Country

- Sustainable development through capacity building
- More productive and better adjusted Volunteer development workers
- Projects responsive to country and community needs
- Enhanced partnerships with host country

Benefits for Volunteers

- Potential for more rapid relationships with co-workers and community members
- Improved support network
- Increased communication among local contributors to a project
- Enhanced understanding of local and regional issues affecting a project
- Résumé-building opportunities
- Multicultural teamwork
- Project development and management skills
- Organizational skills development
- Networking opportunities provided through regional cluster meetings
- Local structure and feedback for assignments
- Opportunities for learning from host country nationals
- Opportunity for sustainability of work
- "Making a difference" through projects that transform communities and improve quality of life

Benefits for Program Managers

- Improved site development
- Improved understanding of local and regional issues affecting a project
- Improved relationships with program managers' Counterparts
- Insight into the cross-cultural relationships between host country nationals and Volunteers
- Better networking opportunities
- Less time spent supporting Volunteers
- Better Volunteer training with host country nationals
- Enhanced evaluations of and revisions to projects

Benefits for Counterparts and Supervisors

- Enhanced skills learned in their field of interest
- Recognized professional development
- Increased professional contact with colleagues in other parts of the country
- Increased opportunities for networking
- Enhanced understanding of local and regional issues affecting a project
- Résumé-building opportunities
- Multicultural teamwork with Volunteers and the Peace Corps
- Project development and management skills
- Organizational skills development
- Community transformation; better quality of life

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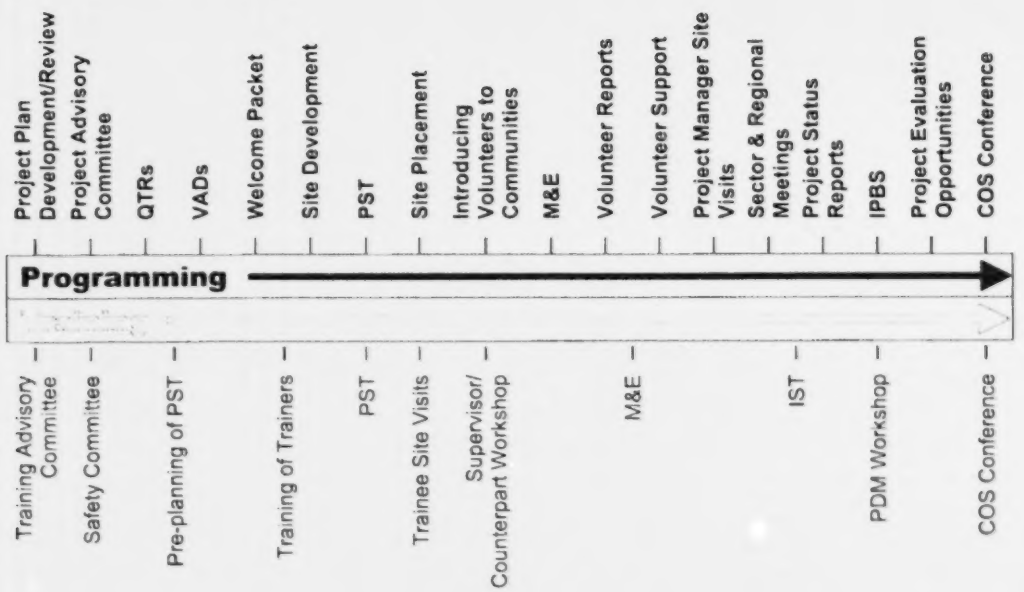
Timeline for a Two-Year Involvement

The previous section discussed the basics of what Supervisors and Counterparts are and why they are important. The following two sections provide ideas and suggestions on how to integrate Counterparts and Supervisors in all stages of the programming and training cycle—from Volunteer activity descriptions (VADs) to close of service (COS) conferences. The sections that follow illustrate regular events in the programming cycle followed by regular events in the training cycle. Each event provides an opportunity for participation, so each event is individually addressed in these sections.

The strategies and ideas contained herein have been developed and written by staff members in the field and headquarters using examples and documents from over 20 countries. They are recommended but not mandatory.

Programming



Project Plan Development or Project Review

Developing the Peace Corps project in partnership with host country agencies reflects critical collaboration from the start. The development of purpose, goals, and objectives of the project plan in collaboration with Supervisors and Counterparts provides opportunities to discuss and understand more accurately the concerns and needs of stakeholders, and creates a greater commitment to the project. Here are some ideas on how to increase Counterpart and Supervisor input to the project plan.

- Discuss the project plan during site development and give all Counterparts and Supervisors a copy.
- When Volunteers work with their Counterparts or Supervisors on Volunteer progress reports or during site visits, have them respond to questions about how their work is contributing to the project's goals and objectives.
- During In-Service Trainings (ISTs), discuss overall progress toward the goals and objectives of the project.
- Hold a Project Advisory Committee (PAC) meeting with Supervisor and Counterpart participation at least once per year as part of the Project Status Report (PSR) review process.

For more detailed information about project reviews and project plan development, see ***Programming and Training Booklet 2: How to Design or Revise a Project*** (ICE No. T0114).

Project Advisory Committee

Some posts set up design teams for supporting project development and implementation called Project Advisory Committees. This committee shares responsibility for the researching, designing, or revising of the project and assessing its success in order to develop, in a partnership, credible, realistic, and responsive projects and training programs. Members of this team should ideally include the program manager's Counterpart, some Volunteers' Counterparts or Supervisors, a representative from the ministry or the sponsoring organization, Volunteers and representatives from other stakeholder organizations, and so on. A PAC can also be used as an advisory body to the country director, to help the Peace Corps develop its overall programs, and to review the validity and focus of current projects and training.

What is an Advisory Committee?

It is the "voice of the people" that is used to assist organizations or programs in their own development and evaluation.

For Peace Corps programs it is the participatory voice of interested and involved host country nationals in developing, in a partnership, credible, realistic, and responsive projects and training programs.

Peace Corps/Jamaica

Quarterly Trainee Request

The Quarterly Trainee Request (QTR) is the Volunteer request process. Volunteer candidates are categorized by assignment area skill descriptions. Age, gender, skill levels, and availability all need to be considered when identifying what type of Volunteer would work best with the Counterparts and Supervisors in a project.

Counterparts and Supervisors should have input as to what types of Volunteers they think would be best for the project. Solicit their input informally during site visits or more formally during PAC meetings, ISTs, regional meetings, and training task analysis exercises.

Volunteer Assignment Description

The Volunteer Assignment Description (VAD) should present in a realistic fashion the job and the lifestyle that the Volunteer can expect to lead. It is important to describe the roles of the Supervisors and Counterparts so that Volunteers form accurate expectations of work and community life. Supervisors and Counterparts can also offer valuable assistance in developing and refining VADs in order to give realistic descriptions of Volunteer work and the typical community life Volunteers will have.

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Sample VAD

Your role will be to advise your Counterparts and to assist them in accomplishing their own goals and objectives. Your job will be to share your experiences and ideas, transferring the skills and knowledge you have. You will work in close cooperation with your Slovak Counterparts; however, you may be expected to take the initiative in developing independent projects while at the same time including your colleagues in the process. Your different perspective will help you and your Slovak Counterparts develop new solutions and techniques for managing the development of the organization.

You may be frustrated by not being able to "just do it." Your role is to listen, observe, train, advise, consult, and coach. Your expertise and value lie in your ability to transfer your knowledge, to coach Counterparts and introduce them to innovative and creative approaches to problem solving; however, the real challenge will come in implementing these new ideas. And the real sense of accomplishment will come when these ideas actually become a part of your colleagues' way of thinking.

Peace Corps/Slovakia VAD,
NGO Environment Project

Welcome Packet

As with the VAD, a welcome packet is an early opportunity to introduce invitees to the importance of collaborating with the Counterpart and Supervisor. Have Counterparts write about their work with the Volunteer and include this in the welcome packet. This message can help Volunteers to start thinking about their work in terms of the capacity-building framework, and to understand the defining element of Counterpart relationships in influencing the role of the Volunteer and providing support to the Volunteer.

Also, engage community partners in the development of the sections of the welcome packet that focus on information about the country, culture, and language in order to give accurate and meaningful information to invitees.

Site Development

During site development visits you will be communicating the goals of the Peace Corps and the project to ensure that professional and personal support will be available to the new Volunteer. During these visits the host country agency could play an active role. Have a project Counterpart(s) assist you in identifying potential sites and accompany you on your site visits, when possible. The more involved project Counterparts are in the process of site development, the more accurate site development will be. Added benefits of their involvement are the increased sharing of information about the Peace Corps program and projects, and networking opportunities that are often not available.

Spending time during site development with potential Supervisors and Counterparts to educate them on the role of the Volunteer in communities and the Peace Corps' expectations of their support role will often enhance the experience of the new Volunteer from the beginning of his/her placement.

See ***Programming and Training Booklet 5: How to Implement a Project*** (ICE No. T0117) for more information about site development.

Site Placement

Each post handles the method and timing of site placement differently. No matter how site placements are done, Counterparts and Supervisors can assist. Below are suggestions for increasing Counterpart input into site assignment decisions.

- ✓ Consider using your Training Advisory Committee (with the training team) to review and assist in placing certain types of Volunteers.
- ✓ Invite Counterparts and Supervisors at the different sites to express their opinions and make suggestions about the type of Volunteer they think will be the most successful at their site.
- ✓ Invite the Counterpart trainers (during Pre-Service Training) to participate in the site placement decision process.
- ✓ Collect and consider the concrete feedback from Supervisors and Counterparts received following regular site visits if the site will be used again.
- ✓ Gather and consider feedback from Supervisors and Counterparts after Trainee site visits held during Pre-Service Training (PST).

Additional considerations need to include interest and personality issues (such as the amount of support and guidance the Volunteer may need, the amount of support the Counterpart and Supervisor will likely be able to provide, special interests, and so on) as well as the skill level of the Volunteer and the needs of the site.

One of the Trainees expressed a strong interest in history and anthropology. This interest was a good match for one of the sites, whose school director Supervisor also had a strong interest in history. That particular site was located near the birthplace of Genghis Khan and as yet undocumented ancient stone carvings. The Volunteer, during his service, worked with his Supervisor to organize student field trips to study and document these historic places.

Peace Corps/Mongolia

Introducing Volunteers to Communities

Community entry can be one of the most difficult obstacles a Volunteer faces. One of the most important roles that a Supervisor or Counterpart plays is that of introducing the Volunteer to his/her new community. This process begins when the Trainee first visits the community during PST and continues during the first months of Volunteer placement.

The following are ideas for community entry:

- Emphasize the challenges during PST Supervisor/Counterpart workshops that a Volunteer faces with language and culture upon initial entry into a community.
- Emphasize at workshops the importance of initial introductions and entry activities that community partners can be a part of.
- Share ideas for talking points at PST workshops when introducing Volunteers to the communities.
- Give Volunteers and Supervisors other skills for shared community entry such as opportunities to practice community entry talks during PST.
- Have Trainees and their Supervisors/Counterparts discuss community entry plans during PST workshops that include contacts with local authorities and verification of emergency contact information.

Monitoring and Evaluation (M&E)

Assessment is the process of looking at what is done in a project, how it is done, and its results. M&E, like other aspects of project planning and implementation, should include Supervisors and Counterparts. Advantages of including Counterparts and Supervisors in M&E include:

- more relevant and better quality information
- results used by more stakeholders
- greater ownership of the project by participants
- participants' development of M&E skills

Below are some suggestions on how to incorporate Counterpart/Supervisory capacity building and collaboration into monitoring and evaluation activities.

1. Indicators are the measures of progress that show whether the desired achievements or changes are resulting from implementation of the project plan. Meet with a representative group of Counterparts and Supervisors to develop quantitative and quailtative indicators that will show the level of success of community development efforts.

2. During all monitoring and evaluation activities, involve the Supervisors and Counterparts in the collection of information on how the project is impacting men, women, girls, and boys. In the process of completing the monitoring or evaluation instruments, Volunteers and their Counterparts will learn about the needs of different constituents and the impact their activities have on them.

3. Include information about Counterparts and Supervisors impacted by the project, being sure to sort the information by sex so that baseline data that looks at similarities and differences between men and women can be gathered.

Involving Supervisors and Counterparts in the design of monitoring and evaluation systems, for example in designing data collection instruments, will give them an opportunity to develop important project management skills.

Through monitoring and evaluation, questions are asked and information shared that can lead to enhanced Counterpart/Supervisor collaboration. Useful references on M&E are the ***Programming and Training Booklet 4: How to Assess a Project*** (ICE No. T0116) and ***Participatory Program Evaluation*** (ICE No. R0094).

Volunteer Reports

Volunteers are required to complete progress reports on their activities, and submit these reports to their Supervisors and programmers. Many posts have Volunteers develop a

preliminary action plan with their Counterpart and Supervisor during a Counterpart/ Supervisor workshop. In such cases, the progress report is a natural extension of the action plan, reporting on items that have been accomplished, are in progress, and are pending.

There are several ways to include Counterpart and Supervisor input in the Volunteer reports.

- As mentioned, have Volunteers develop an action plan in collaboration with their Counterpart and Supervisor at the beginning of their work.
- Have the Supervisor and Counterpart meet with the Volunteer periodically to review their work. Include on the Volunteer report form focused questions about progress made toward the project's goals and objectives.
- Have the Volunteer and Counterpart develop their report together.
- During the programmer's site visits, review the Volunteer reports with the Supervisor, Volunteer, and Counterpart.
- Together discuss Volunteer and Supervisor/Counterpart training and make suggestions in the report(s) on the PST and other trainings needed for enhanced performance by their team.
- Build into the report form questions that address the quality and quantity of collaboration between Volunteers and Counterparts for project and training effectiveness.

Sample Volunteer reports can be found in ***Programming and Training Booklet 4: How to Assess a Project*** (ICE No. T0116).

We revised the quarterly report form to include having Volunteers record their "capacity transfer" activities. Providing a standardized means of recording "capacity transfer" has reemphasized the central role this activity has in the project. This past year a spreadsheet was used to record activities reported by Volunteers in their quarterly reports. Summaries, reported back to the Volunteers, were well received, and proved to be a powerful stimulus. We ask Volunteers and their Counterparts to develop a site study, which they present at IST. This stresses the importance of doing a site study and reemphasizes the importance of capacity building.

Peace Corps/Guinea, PSR,
Public Health/Community Development Project

Volunteer Support

The primary responsibility for Volunteer support falls upon the program manager and program team. However, Supervisors and Counterparts can play a major role, too. Program managers who emphasize open and continuing support by Supervisors and Counterparts to Volunteers find that Volunteers require less program support as they form a sense of trust and comfort in the relationship they have with their community partners. This relationship begins during the first PST contact meeting at Supervisor/Counterpart workshops or during a Trainee site visit and continues throughout the Volunteer cycle.

It is important to recognize that Supervisors and Counterparts may not always be comfortable in this support role. The Peace Corps can provide guidance and skill building for support in the Supervisor/Counterpart workshops.

Program Manager Site Visits

Program managers should conduct site visits one or more times per year to see Volunteers at their sites, observe their work in progress, and meet with their Counterparts and Supervisors. These important visits endorse Volunteers' work and community commitment activities.

Quality site visits are planned in conjunction with the Supervisors, Counterparts, and Volunteers. Participation of everyone involved is also key during the site visit itself. Although posts may differ in their site visit method, it is important that everyone involved has a voice during these visits, that all parties feel validated and have a sense that their opinions are recognized. For excellent information on site visits, see the ***Programming and Training Booklet 5: How to Implement a Project*** (ICE No. T0117).

Sector and Regional Meetings

You may have regional or country-wide sector meetings to review Volunteer activities and progress made on project plans. Counterparts should be invited to such meetings to contribute to the discussion and to facilitate networking within and across sectors. Some posts intentionally cluster and integrate Volunteers from different projects. Invite Counterparts to these meetings to increase their understanding of how projects are going or how projects complement each other and to encourage networking across different projects. This may be the only time Volunteers' partners have to network with their peers. It is wise to build in time for training and evaluation activities as well.

Project Status Reports (and Training Status Reports)

Although monitoring and evaluation activities are ongoing parts of the project, the Project Status Reports (PSRs) and the Training Status Reports (TSRs) offer opportunities for posts to reflect on partnership collaboration and capacity building within each project and throughout the total country program. This is also a wonderful opportunity to include Supervisors and Counterparts in a participatory process of developing the PSRs/TSRs.

Hold a Project Advisory Committee meeting, in which Supervisors and Counterparts participate, to review the project and identify examples of successful capacity building from the Counterparts' perspective. You can also bring together a Training Advisory Committee (TAC) to review training and identify best practices and lessons learned from the year's training events from the Counterparts' perspective. This is an excellent time to arrange a

retreat, focus group discussions, or all-day committee meetings related to the PSR/TSR activity.

Extract input from your site visit forms, your Volunteer reports, and other documents that have extensive Supervisor and Counterpart input that feeds directly into the PSR process.

Refer to the ***Programming and Training Booklet 5: How to Implement a Project*** (ICE No. T0117) for more information on the review process.

Integrated Programming and Budget System (IPBS) Cycle

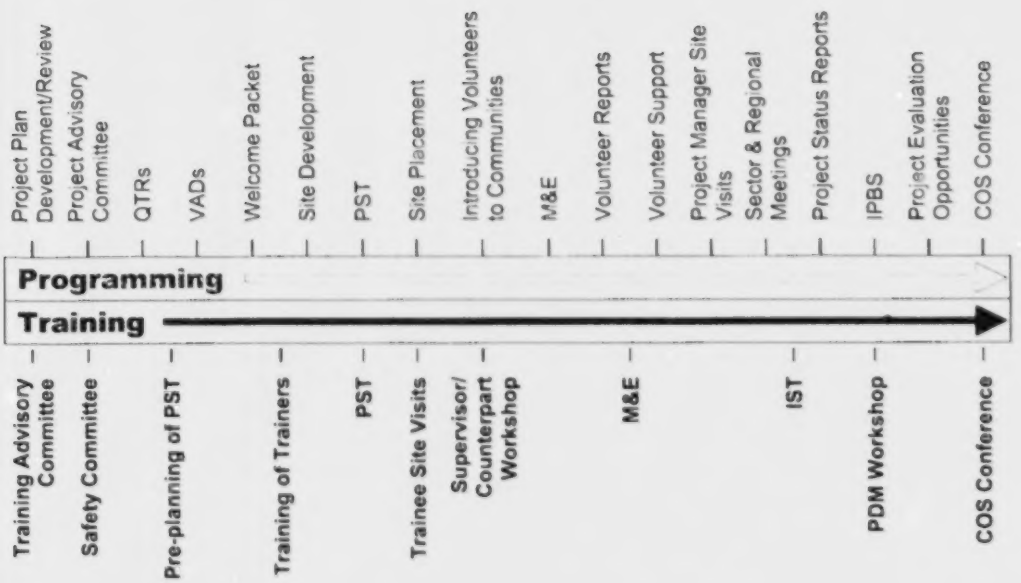
Like the PSRs and the TSRs, the annual Integrated Programming and Budget System (IPBS) review offers another opportunity for Counterpart and Supervisor input. This planning and documentation tool describes how a Peace Corps post plans for and identifies resources to implement the overall goals of the post Peace Corps program. Some posts utilize project Counterparts at the program level to review and have input into the IPBS cycle for the year. Explore ways for Counterparts and Supervisors to contribute to this process, either at a one-day meeting or through other means.

Project Evaluation

Posts often do impact studies prior to the end of a project to assess what impact the project has had over its duration. Involve Counterparts and Supervisors in designing surveys, collecting data, and getting their input and perspectives. Use your Project Advisory Committee in the process. Also a post may decide to do occasional project assessments to determine how the project is progressing. Such interventions represent excellent opportunities for involving Counterparts and Supervisors. They are also an opportunity for broader participation with community stakeholders.

See more information in the ***Programming and Training Booklet 5: How to Implement a Project*** (ICE No. T0117).

Training



Training Advisory Committee

Creating a Training Advisory Committee (TAC) that includes Counterparts and Supervisors will strengthen your training. The TAC can be used to review and develop the training's competencies by looking at the Volunteers' tasks and activities in task analysis exercises, by making sure that the competencies are relevant and reflect the real needs of the project, and by assessing the impact of the training.

This committee can be involved in reviewing training reports, participating in site visits, reviewing Volunteer reports, conducting focus groups with Trainees, Volunteers, and stakeholders, and reviewing, updating, and developing Trainee competencies.

Safety Committee

Peace Corps training incorporates personal safety as one of its primary components. Counterparts and Supervisors can be key persons in assisting with Volunteer safety and security. They can become members of a safety committee or participate in a less formal way. Because Supervisors are familiar with the communities where Volunteers work, the nature of their work, and how their communities function, they can advise Volunteers on security related to housing, transportation, alcohol consumption, emergency procedures in case of theft or personal attacks, harassment, gender-related safety concerns, and so on. They can provide useful feedback on whether the Volunteer safety training has appropriate and

useful content. Their participation in safety for Volunteers can begin as early as initial PST Trainee site visits and as a point of discussion during PST Supervisor/Counterpart workshops.

Pre-planning for the Pre-Service Training

Many posts are developing more experientially based PSTs, creating environments that help Volunteers experience the reality of how they will work and live. To do this, many posts have adopted a community-based training (CBT) model. The success of all training models, especially the CBT model, depends on the integration of Counterparts. In fact, Counterpart and Supervisor input into the pre-planning activities of training is crucial.

The Counterparts provide key information and a perspective during training on the context Volunteers will work in. This participation can take the form of hosting training staff prior to the beginning of training, attending a pre-planning training retreat, assisting in the task analysis and the defining of training competencies, assisting in the selection of training sites, and so on.

Training of Trainers

The Training of Trainers (TOT) usually occurs prior to PST, although many posts now have weekly TOTs when implementing the CBT model. Other posts have mini-TOTs between CBT cycles. No matter the design, the trainers are brought together to plan for and practice skills for PST and other trainings. Many posts use Supervisors and Counterparts as an integral part of this training. They are familiar with the project, have the skills that the Trainees need to be trained in, and already have experience bridging two cultures and addressing and working with cross-cultural communication issues. Counterparts and Supervisors are excellent resources during the TOT, helping PST trainers understand the issues that will be necessary to address with the new Trainees. The TOT presents an excellent opportunity for discussing cross-cultural aspects of working with and supporting Volunteers, and in defining strategies for incorporating safety and security into other training components.

Pre-Service Training

Getting and keeping host country national trainers is a challenge for Peace Corps training. Besides serving as excellent resources in training, Counterparts and Supervisors can become excellent technical and language/cross-cultural trainers. They may be able to assist with and participate in Peace Corps trainings in a variety of ways.

Possible Counterpart Involvement in Training

- ☐ If available, receive Trainees and trainers when they arrive and introduce them to the training community
- ☐ Act as a coach and cultural informant as a training Counterpart while Trainees develop and attend model schools or do community projects
- ☐ Serve on training panels, attend group sessions, and give training presentations
- ☐ Become a language/cross-cultural or technical trainer
- ☐ Assist Trainees as mentors in school-based practicums or practice teaching
- ☐ Identify training site safety issues and cultural norms

Supervisor and Counterpart Workshop

One of the most focused Supervisor and Counterpart activities is a Supervisor/Counterpart workshop. The event takes many forms at different posts, traditionally running from one to three days. Some posts hold this workshop immediately before swearing in, and have the Trainees return to post escorted by their Counterpart and Supervisor. Other posts prefer to have this workshop later when the Volunteers are more established in their sites.

The purpose of this workshop is to help Counterparts, Supervisors, and Volunteers establish positive working relationships. Workshops begin the process of building trust and confidence in one another. During these workshops, Supervisors, Volunteers, and Counterparts work together to develop an initial work plan for Volunteers, and to address issues and questions related to policy, work expectations, communication, and cross-cultural issues.

Participation of Counterparts in the PST strengthened Volunteers' relationships with communities and host agencies.

Peace Corps/Ecuador, PSR,
Rural Public Health Project

Any time Volunteers attend or participate in a PST training event, they are required to bring their Counterpart(s) along with them.

Peace Corps/Zambia, TSR

Section two of this manual, *Developing a Supervisor and Counterpart Workshop*, provides a one-day model for a workshop. The section also includes other one-, two- and three-day agendas and other selected session plans for workshops.

We schedule the Counterpart conference near the end of PST, immediately prior to the permanent site visit. That way the Trainee can travel back to site with his or her Counterpart. This also allows the program managers to monitor and control the initial meeting of the PCV and Counterpart and assist them in establishing communication regarding schedules, vacation and leave policies, resources, etc.

Peace Corps/Romania

Supervisors and Counterparts can also ably assist in the development and delivery of workshops and in the design of handbooks that their colleagues can take back to their sites. Refer to section three of this manual, *A Supervisor/Counterpart Model Handbook,* for more information on how to develop a handbook for your post.

Trainees' Site Visit

Many posts incorporate Trainee site visits during training. Site visits can serve two major purposes:

1. To have the Trainee meet with his/her future Counterpart(s) and Supervisor in the community

2. To begin the process of community introduction

Those involved in Peace Corps programming and training need to work very closely with Supervisors and Counterparts to ensure that there is a productive first step in the Trainee's initial community engagement.

Supervisors and Counterparts can assist the Trainee with finding appropriate housing based on established housing criteria, showing the Trainee around the community, introducing the Trainee to the job site and living situation, assisting the Trainee with opportunities to meet members of the community, sharing other community resources for work and quality living, and verifying communications and transportation capacities at the site.

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Monitoring and Evaluation of Training

Trainings also need to be assessed. At the end of training events like the PST, IST, and close of service workshops, trainers and programmers take time to review the effectiveness and relevance of the training process. They evaluate whether the training met its objectives.

In addition programmers need to work with training staff, Supervisors, Counterparts, and Volunteers to evaluate the impact or outcome of Peace Corps training. Some examples of how Supervisors and Counterparts can be involved are:

- During ISTs and close of service sessions with Counterparts and Volunteers, conduct a session on evaluating the impact of training. The session should address questions such as, Is the Volunteer effective? Did training give the Volunteer the skills needed for working and living at his/her site?

- During program site visits with Volunteers and their Supervisors and Counterparts, discuss training effectiveness and ideas for training revision. Include training questions in the site visit form.

- Include training impact questions in the Volunteer report to be discussed by Volunteers and their Supervisors and Counterparts.

- Give training staff an opportunity to do site visits with programmers in order to discuss training impact with Supervisors and Counterparts.

- Prior to Training Status Reviews, bring together a Training Advisory Committee and/or a Program Advisory Committee that has Supervisor and Counterpart representation to review a variety of programming and training documents in order to discuss the impact and outcomes of training(s).

- Have Supervisors and Counterparts assist in the development of indicators of training success.

In-Service Training

The purpose of the IST is to increase Counterparts' and Volunteers' skills and knowledge in technical and other areas, and to provide a forum for participants to discuss issues and concerns. The content of the IST usually comes from what Volunteers and Counterparts believe they need. Programmers can solicit this input by sending out a questionnaire to Volunteers and their Counterparts, and then incorporating their input into the IST content. At times, posts have a two-year training plan and specific needs for IST training such as language acquisition or extended technical competencies.

An important aspect of IST is to support Volunteer and Counterpart collaboration by offering sessions on giving and receiving feedback; cultural implications; safety, security, and Volunteer support; reconsideration of job descriptions; and reviewing the project plan. Getting the Counterpart perspective on these topics as well as technical skills will help make the content more relevant, realistic, and sustainable.

Another important aspect of IST is the networking opportunities it offers to all participants. Be sure to build in time when people can socialize and share informally about their activities, concerns, and successes.

We place an emphasis on training assessment. We are particularly interested in the impact of training, therefore you will find training staff doing site visits with programmers after Volunteers have been in the field six months and longer.
Not only do we talk to Volunteers but we value our discussions with Supervisors and Counterparts as we continue the process of training outcome evaluation and training revisions.

Peace Corps/Kenya

Project Design and Management (PDM) Workshop

At the PDM workshop Volunteers and their Counterparts learn how to involve the community members in moving from their analysis of community projects to the planning and implementation stages in order to realize their needs. The workshop builds on the philosophy and methodologies of community participation. It takes their skills and knowledge to the next step, reinforcing the philosophy of community participation, and providing additional methodologies for involving community members in designing and implementing their own projects. PDM workshops build Counterpart project planning skills and strengthen the relationship between Volunteers and Counterparts. See the ***PDM Manual*** (ICE No. T0107).

Close of Service Conference

The close of service (COS) conference is another good opportunity to get feedback from Volunteers and Counterparts on the project, training, safety, security, and Volunteer support, and the sites. Have Volunteers and Counterparts help identify ways that processes and activities can be improved.

For example:

- ☐ Have Volunteers and Counterparts develop site information packets that can be used in future site selection processes.
- ☐ Prepare to receive a new Volunteer or identify ways that the contributions that the Volunteer and his/her Counterpart made can be sustained and continued.
- ☐ Discuss and design community exit activities, a disengagement plan, and documentation procedures.
- ☐ Reflect on how well training prepared Volunteers and Counterparts to work together to do development work.
- ☐ Make plans for "official" recognition of Counterpart and Supervisor involvement.
- ☐ If Counterparts do not attend the COS conference engage them in exit activities when the Volunteer returns to the community.
- ☐ Recognize, celebrate, and congratulate Volunteers and their Counterparts on the contributions they have made.

Evaluate How Much You Encourage Participation of Your Counterparts and Supervisors

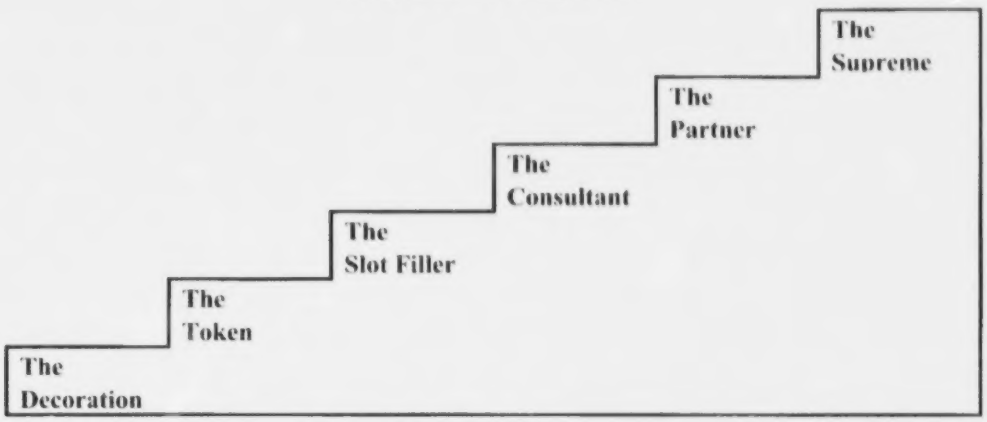
Questions you may want to address about how you involve Supervisors and Counterparts:

- Do Volunteers receive training on the importance of capacity-building work with their community partners, that is, the role of the Volunteer in development?
- Is Counterpart and Supervisor participation written into programming and training documents, such as the VAD, the project plan, and the technical training curriculum?
- Do Volunteers have recognized Counterparts? How are the Counterparts identified?
- Are Counterparts and Supervisors involved with Pre- or In-Service Training? If so, how?
- Are Counterparts and Supervisors members of a Program and/or Training Advisory Committee or members of a project plan review committee?
- What is the level of interest of Volunteers and Counterparts for collaboration on their community projects? In what ways are Volunteers and Counterparts working together?
- Are Counterparts and Supervisors given opportunities to receive training with Volunteers?
- What other questions might you ask yourself?

As suggested, participation of Supervisors, Counterparts, and the community in general is possible during most program and training activities. What do you think is best for your post? At what level are your partners most helpful to you?

When you look for ideas on how and when to involve your colleagues, consider the following *Steps to Participation*. The steps can assist you in identifying levels of involvement. You might ask yourself where your post Supervisor and Counterpart participation currently fits on the stairway to capacity building.

Steps to Participation



Community Partner's Steps to Participation:

The Decoration: A few high-level officials are asked to attend a meeting once a year.

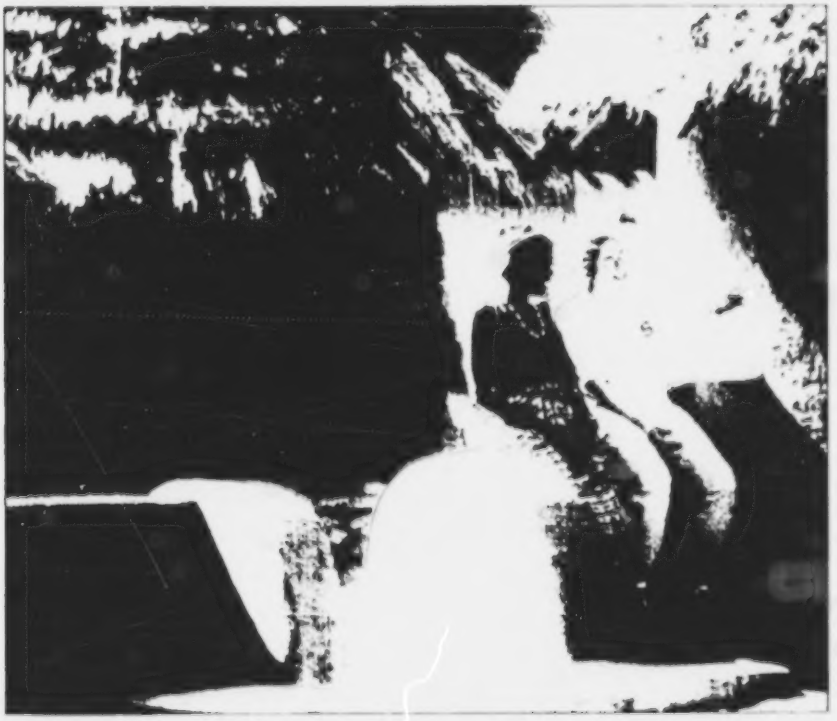
The Token: In addition, Supervisors and Counterparts are asked to attend the swearing in.

The Slot Filler: In addition, some Supervisors and Counterparts are invited to give PST panels or sessions and to attend a sector meeting once a year.

The Consultant: In addition, an advisory meeting is held with Supervisors, Counterparts, and people from the training community. Information is shared with them about training needs and suggestions are encouraged. They are invited to some ISTs.

The Partner: In addition, Supervisors and Counterparts involve the Volunteer in community activities and become their role models and coaches. They attend many trainings (including designated Supervisor/Counterpart training and ISTs) and events throughout the year. They have input into the training design and content and program goals and objectives. They become partners in all that you do. They become your best resource.

The Supreme: In addition to all of the above, the training communities and the Volunteer site's citizens have an understanding of the role of Volunteers, training and Trainees, the Peace Corps, and their own project-specific needs. They actively search out Peace Corps and Volunteer placements. They are willing to share their ideas and goals with the Volunteers, program managers, and the Peace Corps in general, and they work together toward reaching their goals.



Notes

Developing a Supervisor and Counterpart Workshop

Sample One-Day Workshop

Other Agenda Designs and Session Plans

Peace Corps
2002

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Developing a Supervisor and Counterpart Workshop

Sample One-Day Workshop

Other Agenda Designs and Session Plans

Peace Corps
2002

Information Collection and Exchange
Publication No. T0121

Acknowledgments

The Peace Corps has worked with host country nationals since its inception. In order to build local capacity, it is necessary for our partners to be brought into all aspects of Peace Corps work. The training materials in **Working with Supervisors and Counterparts** support the capacity-building framework by placing an emphasis on the value and opportunities of host national participation and by giving tips and tools for training design and handbook development.

The Peace Corps would like to acknowledge the contribution made to these materials by the people in the field who shared their many post resources for working with community partners.

The Peace Corps also acknowledges the following people who contributed to the training materials: Andrew Baird, Raquel Aronhime, Laurette Bennhold-Samaan, Judee Blohm, Kate Raftery, and Paula Bilinsky for their reviews and advice; Elizabeth MacDonald for research and writing; Michael Yoka for rewrites and editing; and Marcy Garland for desktop publishing, in collaboration with Shari Howe, technical training/training management specialist, Center for Field Assistance and Applied Research, Peace Corps/Washington.

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Introduction

Peace Corps posts provide training to assist Supervisors' and Counterparts' work with Peace Corps staff and Volunteers. This guide provides advice to associate Peace Corps directors (APCDs) and other Peace Corps staff on how to develop training and how to achieve the most benefit from other events that include Counterparts and Supervisors.

This guide is organized around the five core components of Supervisor/Counterpart training. It includes a model agenda and session plans. The appendices include other sample schedules and examples of optional training modules that you can use during official Counterpart training or independently.

Training Supervisors and Counterparts

Training at the Peace Corps is based on the concepts of adult experiential learning which assert that adults learn better when they are actively involved in the learning process, and that adults come to a learning event with their own set of experiences and skills. The experiential learning model works very well for American Volunteers. However, as you develop training for host country nationals, keep in mind cultural considerations. In some cultures group discussions or other interactive training methods may not be perceived as training. Select training methods with which participants are comfortable and perhaps move to more interactivity as the training progresses.

Core Components

There are five components that are common to initial Supervisor/Counterpart workshops in the field. These five components address the basic knowledge, skills, and abilities (KSAs) that a Supervisor/Counterpart should have in order to work well with Volunteers and staff. The model agenda provided later in this section describes a one-day workshop, which is probably the least amount of time required to cover the basics. If you can conduct a longer workshop, supplement the basic material with sessions found in the appendix of this manual. The key components are:

- Peace Corps in [country name]
- Project Plan Overview
- Roles and Expectations
- Culture and Communication Styles
- Peace Corps Regulations and Policies

Sample Core Objectives

The following objectives reflect the core components listed above.

At the end of this training session participants will be able to:

- ✓ Describe the project goals of the Peace Corps in this country and in the communities in which Volunteers serve.
- ✓ Discuss expectations and roles of Peace Corps staff, Volunteers, and Supervisors/ Counterparts in relation to the specific project they are working on.
- ✓ Identify several key cultural differences in values and communication styles between Volunteers and Supervisors/Counterparts and strategies to overcome them.
- ✓ Describe key elements of Peace Corps policies regarding Volunteer obligations and behavior.
- ✓ Develop an action plan for supporting the Volunteers in the community for the first few months.

Resources

The Peace Corps has other material that you can refer to when developing Counterpart training sessions.

The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques by Bernice McCarthy, Excel, 1987. (ICE No. ED187)

Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques–CEDPA Training Manual Series, Volume 1. Centre for Development and Population Activities, 1995. (ICE No. TR111) Emphasizes and models using adult learning methodology in development work.

The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator by Peter Renner, Training Associates, Ltd., 1993. (ICE No. ED181)

101 Games to Make Training Active by Mel Silberman, Jossey-Bass Pfeiffer, 1995. (ICE No. TR116)

Culture Matters Workbook and the ***Culture Matters Trainer's Guide***. (ICE No. T0087, No. T0103). Contain exercises related to cross-cultural issues.

Programming and Training Booklets 1-6. (ICE No. T0113-T0118). Valuable resources when designing any programming or training program with community partners.

Roles of the Volunteer in Development. (ICE No. T0005). Information and training activities that emphasize involvement with Counterparts.

Refer to the ICE catalog for more ideas under training.

Sample Workshop Outline

30 - 60 minutes	Welcome • Welcome participants – Country Director or Facilitator • Review agenda and training objectives – Facilitator • Administrative details (breaks, restrooms, etc.) – Facilitator • Introductions – Facilitator
30 - 60 minutes	Peace Corps in [country] • Brief history of the Peace Corps • Sustainable development • Participatory approach • Overview of the Peace Corps in [country]
15 minutes	Break
60 - 75 minutes	Project Plan Review(s) • Background • Purpose, goals, and objectives
45 - 60 minutes	Roles and Expectations • Volunteer and Supervisor/Counterpart roles and expectations in relation to the project goals and objectives
60 minutes	Lunch
60 minutes	Culture and Communication Styles • Degree of directness • The role of context • The importance of face • The task or the person
60 - 90 minutes	Peace Corps Regulations and Policies • Vehicles and transportation • Drugs, alcohol, and firearms • Personal behavior • Political expression and legal status • Volunteer reports
15 minutes	Break
45 - 60 minutes	Action planning
30 minutes	Wrap-up and workshop evaluation

Be sure to use energizers, icebreakers, and warm-up activities taken from the ***101 Games to Make Training Active*** (ICE No. TR116), or other training resources in ICE.

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Sample Session Plans

Every post has its unique form of training. It is assumed that training events will include Supervisors/Counterparts and Trainees as appropriate. The session plans below are intended to offer some ideas that can be used when designing Supervisor/Counterpart training events. These session plans are not necessarily the only or best way to do Counterpart training at your post. They do offer suggestions that you may find useful. Posts are encouraged to adapt these ideas to their own context.

Session plans support the 4MAT® method of learning. Refer to ***The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*** by Bernice McCarthy (ICE No. ED187), which is available at most posts and through ICE.

The session plans in this document usually follow the following format.

Session Plan Format

Title	The name of the session
Rationale	The reason for this session
Time	Roughly, the amount of time it will take to complete this session
Objectives	What the participant will be able to do after the session
Preparation	What you need to do before beginning the session
Materials	Things that you will use during the session
Procedure	
A. Motivation	An introduction to the subject that builds interest
B. Information	The content of the subject being taught
C. Practice/Participation	Participants try out what they have learned
D. Application	Participants demonstrate what they have learned utilizing their new knowledge, skills, attitudes, or behaviors
Resources	Any additional material that may help in preparing for or delivering the session

The following material is an example of a one-day Supervisor and Counterpart workshop that can be adapted for your use. Following the one-day workshop model are other ideas for one-, two-, or three-day workshops and, following that, other field examples of session designs for training Supervisors and Counterparts. Examples for session designs are taken from former and present Peace Corps posts. The CD-ROM accompanying the materials makes it possible to copy and adapt the following material for workshops.

Welcome and Introductions

Rationale

During this session participants will get to know each other and define the goals and objectives of the workshop. In the spirit of Peace Corps programming and training, try to model experiential adult training. Make this short session as participatory as possible.

Time

60 minutes

Objectives

Participants will be able to:

- ✓ Describe the workshop goals, objectives, and agenda
- ✓ Identify and begin to know their Counterparts, Supervisors, and Trainees/Volunteers

Preparation

1. Before the workshop make sure everyone who needs to be there is informed and knows what his/her role will be and what the purpose of the workshop is.
2. Make sure the facilities (room, tables, chairs, flip charts, markers, etc.) are prepared.

Materials

Flip charts, markers

Procedure

A. Motivation

1. Welcome participants. Discuss how pleased and happy the Peace Corps [country] is that they are attending the training and how pleased you are that they will be working with a Volunteer.

B. Information

1. Introduce yourself and describe your role. Explain that the first part of the morning will be for introductions, looking at the agenda, etc.

C. Practice/Participation

1. Ask each Volunteer and Supervisor/Counterpart site team to break into pairs/small groups and find out more about each other and then introduce each other and describe what they hope to get out of the workshop.
2. Review the agenda and explain that this is a great opportunity for everyone to get to know each other.
3. Refer to the goal statement for the workshop.
4. Explain the objectives for reaching that goal.

D. Application

1. Have the group come to a consensus on how they can all contribute to the success of the workshop. The workshop norms may look something like the sample flip chart on the next page.

Resources

Supervisor/Counterpart Handbook (in this manual)

Sample Flip Charts

Workshop Goals

- For Supervisors, Counterparts, and Volunteers to understand their roles in achieving the goals and objectives of the Peace Corps project they are working on

Agenda

- Welcome and introductions
- Regulations and policies
- Project plan review
- Roles and expectations
- Culture and communication styles
- Action planning

Workshop Objectives

By the end of this workshop you will be able to:

- Describe the goals of the Peace Corps
- Describe key elements of Peace Corps policies regarding Volunteer obligations and behavior
- Discuss expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts
- Identify several key differences in values and communication styles and strategies to overcome them
- Develop an action plan for introducing the Volunteers to the community for the first few months

Workshop Norms

In order to get the most from this workshop, we agree to:

- Start and end on time
- Participate fully
- Share our own experiences
- Support each other
- Be willing to move outside of our comfort zone
- Call for a break when we feel we need one

Peace Corps in [country]

Rationale

This session provides background on the work of the Peace Corps in the country. It may help to have the country director present at this session.

This session should not involve more information about the Peace Corps in general than is required. Focus on what Supervisors and Counterparts *need* to know.

This is a good opportunity to talk about the Peace Corps programming and training philosophy. Try to incorporate the concepts of capacity building, participatory design and evaluation, strength-based approaches, and sustainable development when you talk about projects and activities.

Time

30 - 45 minutes

Objectives

Participants will be able to:

- ✓ Discuss the three goals of the Peace Corps
- ✓ Explain the major projects that the Peace Corps is working on in [country]

Preparation

1. Prepare a presentation of the content for this session. Refer to other existing materials such as a review of the post's project history, host country national participation, and recent changes and responses to country needs.
2. Determine who will deliver this session.
3. Create a list of questions.

Materials

About Peace Corps (from Internet if not available in country in hard copies)

Supervisor/Counterpart Handbook for each Supervisor and Counterpart

Trainees should bring their ***Country Handbook***

Procedure

A. Motivation

1. A brief overview of the Peace Corps and Peace Corps projects in [country] and how they fit into the national agenda.
2. Distribute documents or other material describing the post's projects.

B. Information

1. Refer to and make available the ***About Peace Corps*** publication and refer to the **Peace Corps in [country]** chapter in the ***Supervisor/Counterpart Handbook*** in this manual.

C. Practice/Participation

1. The facilitator asks participants some questions from the list provided, or asks simple true and false questions based on the questions provided.

   (Example: The Peace Corps has been in [country] for 15 years. T or F)

2. After group involvement, refer to information in the ***Supervisor/Counterpart Handbook.***

D. Application

1. Participants will be able to access information in the ***Supervisor/Counterpart Handbook***, and will know more about Peace Corps involvement in [country] after discussions.

Resources

Supervisor/Counterpart Handbook

Transition to the next session by explaining that next, the sector groups will take a closer look at each of the projects.

Trainer Note

Questions for Facilitator to Ask

- How long has the Peace Corps been in the country?
- How many Volunteers have served and are currently serving in the country?
- In what regions of the country are the Volunteers working?
- What are the programming goals?
- What are regional variations in the Peace Corps projects, if applicable?
- What are the Peace Corps Volunteer pre-training and training activities?
- Have there been any significant changes in Peace Corps projects over time in the country?
- What are the future goals of the country program?

Project Plan Overview

Rationale

This is the opportunity to explore the details of each project, including the purpose, goals, objectives, Volunteer tasks, and assessment. It is also a time when Volunteers, Supervisors, and Counterparts can discuss their roles in the project.

Time

60 - 90 minutes

Objectives

- ✓ In sector groups, describe the purpose, goals, major objectives, Volunteer tasks, and current status of sector projects.
- ✓ Understand expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts in relation to the specific project they are working on.

Preparation

1. Participants will work in teams during this session.
2. Assuming that there are multiple project plans, decide how you will team Volunteers and their Supervisors/Counterparts with their corresponding plan.
3. Locate places where teams will be able to work undisturbed.
4. Arrange to have APCDs available to describe their project(s).
5. Create a one-page summary (pamphlet or other document) of the purpose, goals, and objectives for each plan.
6. If possible, during previous site visits, provide participants with a copy of the plan for the project with which they will be associated.

Materials

One-page summaries of project plans

Flip charts and markers

Handout: *Sample Project Plan Review Questions*

Procedure

Participants will work in teams with the APCD/program directors to analyze the plan for the project they are associated with.

A. Motivation

1. This may be the first time participants will have the opportunity to review the plan for the project they will be working on, especially the Counterparts.

B. Information

1. Explain what a project plan is, including the major components of purpose, goals, and objectives.

C. Practice/Participation

1. Divide the participants into groups based on project plan.
2. Explain that their task for the next 45 minutes will be to review the plan and answer a few simple questions about it. At the end of the time all participants will return to one group. Representatives from each group will briefly present their project to the rest of the project groups.
3. Direct participants to break into groups and take about 45 minutes to review the project plan and to think about answers to the review questions.
4. Report out.
5. Encourage the participants to develop an interactive way of presenting their project plan. For example, groups could create a role play, design a poster presentation, or develop a quiz. Remember, since you may have a number of project plans to review, it will be important to make sure everyone is engaged during the report out.

D. Application

1. Facilitate a discussion on how the participants see the project plan helping them do development work in their community.

Resources

Programming and Training Booklet 2: How to Design or Revise a Project *(ICE No. T0114)*

Handout

Sample Project Plan Review Questions

Imagine you are speaking with a local community member. How would you describe the project to someone unfamiliar with the Peace Corps? Try to think of a short statement you could make to share information about the project.

You are talking to a possible Counterpart for a Volunteer. How would you explain the objectives of the project so that the Counterpart would like to take part?

As a Supervisor, Counterpart, and Volunteer, what type of Volunteer do you think would do well in this project?

Pretend you are the APCD/program manager. How would you train a Volunteer for this project?

As a member of the Program Advisory Committee, how will you know if the project is working?

Are there any other organizations or agencies doing similar projects in your country? If so, how might you work with other local projects?

Roles and Expectations

Adapted from Peace Corps/Ecuador

Rationale

Many of the conflicts that arise between Volunteers and their Counterparts and Supervisors come from unrealistic or incorrect expectations and assumptions. Clarifying expectations and helping to make explicit the assumptions that partners may have about each other can help avoid these conflicts.

Time

60 minutes

Objectives

- ✓ Participants will be able to share and discuss expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts in relation to the specific project they are working on.

Preparation

1. Prepare the space for large and two smaller group sessions. Two areas need to have flip charts with "Expectations/Concerns" written on the flip chart paper in order for participants to place their sticky notes on them.

Materials

Colored sticky notes

Flip chart paper

Procedure

A. Motivation

1. Introduce the topic of the session: expectations, assumptions, and concerns.
2. Ask participants to write anonymously on sticky notes the most important expectation that they have of their Supervisor, Counterpart, or Volunteer. On a differently colored sticky note have them write the most important concern they have. Identify a facilitator for each group's discussion, that is, a Counterpart facilitator and a Trainee facilitator.

B. Information

1. Divide participants into two groups, one of Counterparts and Supervisors, the other of Trainees.
2. Explain that each group will post and discuss their expectations and concerns.

For Counterpart/Supervisors:

- What expectations do you have of the Peace Corps, the Volunteer, and his/her work in the community?
- What concerns do you have about getting and working with a Volunteer?

For Trainees

- What expectations do you have of your community, your Counterpart, and your hosting agency, and your experience as a Peace Corps Volunteer?
- What concerns do you have about becoming a Volunteer and working in communities with Supervisors and Counterparts?

C. Practice/Participation

1. The two groups post their expectations and concerns with the two differently colored sticky notes. With the help of their group facilitator, they identify major themes and discuss them. Groups then decide how to present their expectations and major concerns to the other group. Have the groups reunite and share responses in an open discussion.

D. Application

1. Discuss if their expectations have changed since the beginning of the session or if any of their assumptions were culturally based. Were they surprised about concerns expressed? What concerns do they still have? What steps can they take *as a team* to begin to overcome those concerns?

Resources

Supervisor/Counterpart Handbook

Culture and Communication Styles

Rationale

Effective cross-cultural communication is key to the success of Peace Corps projects. In the following session participants analyze and role play a communication dialogue. Participants then consider four dimensions of communication and characterize American and local cultures according to these four dimensions: degree of directness, the role of context, the importance of face, and the task or the person. By developing an awareness of their own culturally based communication style Volunteers and Counterparts can better identify potential areas of conflict as well as strategies for overcoming them. There is a good opportunity here to include a dialogue that sheds light on the cross-cultural dimensions of the Supervisor/Counterpart relationship as they pertain to safety and security.

Time

60 - 90 minutes

Objectives

Participants will:

- ✓ Identify, compare, and contrast American, host country, and individual communication styles on key communication issues, including issues related to Volunteer safety and security
- ✓ Identify key differences between Americans and host country nationals on these issues
- ✓ Describe how certain judgments or interpretations Volunteers make of host country nationals and vice versa regarding these issues have their basis in genuine cultural differences

Preparation

1. Part One: Copy *Dialogues* in section 3.6 of ***Culture Matters*** (page 88). (Make copies of the dialogues only, not the analysis.)
2. Part Two: Copy *Style of Communication–Continuum* from section 3.4 of ***Culture Matters*** (page 81). Prepare handouts of the continuums.

Materials

Handouts of dialogues

Handouts of the *Styles of Communication–Continuum*

Marking pens, flip chart paper

Procedure

Part 1:

a. Divide participants into small mixed host country national/Trainee groups and assign each group one dialogue. (More than one group may have the same dialogue.)

b. After reading and analyzing the dialogue in groups, have groups role play the dialogues for the larger group.

c. As a large group, discuss the two dialogues. (Use the suggested analysis to guide the discussion on page 240 of the ***Culture Matters Workbook.***)

Facilitator dialogue analysis discussion guide

In reading the analysis of a dialogue, keep in mind that we are deliberately looking for a cross-cultural explanation for the misunderstanding that has occurred here. Cultural differences are a *possible* cause for misunderstandings and should be taken into consideration. In reading these analyses, assume, for the sake of the exercise, that in these particular cases culture was, in fact, at the heart of the misunderstanding.

Quick Trip

Reading between the lines, it appears the cooperative was "interviewing" the Volunteer for some kind of expertise he might be able to provide. It seems the customary procedure at the cooperative is to give people a tour that goes on for at least two hours. If this is an indirect culture, then this departure from the norm may be a way of sending a signal, which is why the Counterpart picked up on this. The Counterpart's suspicions only increase when she hears that the people at the cooperative scheduled the visit of another expert on the heels of the Volunteer and offered this information to the Volunteer. Again, this could mean the people at the cooperative want the Volunteer to know that there are other candidates out there, which, in turn, could be their way of politely indicating the Volunteer is not assured of having the assignment at all.

We'll Get Back to You

Remember that in more indirect cultures the message is often not found in what people say or do, but in what they fail to say or do. In this dialogue, it may be significant that the director did not meet with the Volunteer as originally planned, but instead sent his assistant. And it may be of further significance that the assistant asked a few questions and scheduled no subsequent appointment. In other words, no one is going to tell the Volunteer that there is no interest in her proposal. Doing so could cause an embarrassing loss of face. The message is nevertheless going to be communicated.

The other possibility is that there is a perfectly good explanation for all this: the director was unavoidably detained at the last minute; the assistant had few questions because she knew the proposal very well; the assistant forgot to ask about a meeting date, and so on. The point is, in some cases in some cultures, you may need to read more into the nonverbal communication clues you receive.

Part 2:

a. Divide participants into Trainee/host country national pairs and distribute the Culture and Communications Styles handouts.

b. Have participants put the letters "US" on that point on the line that they think best represents the "typical American" view of that topic; "HCN" to indicate the typical host country position, and "PP" to indicate their personal position.

c. Discuss in pairs.

d. As a large group, debrief both parts of the session by asking:

   1. What situations might develop as a result of these differences?

   2. How might cross-cultural differences influence the Supervisor/Counterpart and Volunteer relationship specifically as they pertain to safety and security? (such as boundary setting, collegiality→friendship→intimacy, mixed signals, perceptions of harassment, and men's and women's roles)

   3. What implications does this have for Volunteer and Counterpart work?

   4. Are there strategies for reaching a common ground for communication styles?

Resources

Culture Matters Workbook (ICE No. T0087) and ***Trainer's Guide*** (ICE No. T0103)

Dialogue Handout

Each of the dialogues presented here contains an example of a misunderstanding resulting from differences in communication styles—indirect in one culture, direct in the other. Your task is to note, in the space below each dialogue, the difference between what was said or done and how the Volunteer interpreted it.

1. Quick Trip

Counterpart: How did the visit to the cooperative go?

Volunteer: Quite well, I think they're interested in using my expertise.

Counterpart: Did they show you around?

Volunteer: Yes. I saw the whole cooperative.

Counterpart: The whole thing! That must have taken hours.

Volunteer: Actually, we were in and out in less than 30 minutes. They said another guy was coming at noon.

2. We'll Get Back to You

Counterpart: How did it go at the clinic?

Volunteer: Very well, I think.

Counterpart: When will you see the director again?

Volunteer: Actually, I didn't meet with the director. I met with his assistant.

Counterpart: Did she ask you a lot of questions about your proposal?

Volunteer: A few.

Counterpart: When are you going back?

Volunteer: Probably next week.

Counterpart: You're not sure?

Volunteer: I asked for another appointment and she said she would get back to me.

Culture and Communication Styles Handout

This exercise asks you to examine American, host country, and your own communication styles. The method used here is a continuum: a line with opposite views or positions presented at each end.

Four communication topics are listed, with a continuum for each. Put the letters "US" on that point on the line that you think best represents the "typical American" view of that topic. Then mark each continuum with the letters "HC" to indicate the "typical host country" position and finally a "PP" to indicate your personal position.

Degree of Directness

Direct — **Indirect**

People say what they mean and mean what they say; you don't need to read between the lines; it's important to tell it like it is; honesty is the best policy; the truth is more important than sparing someone's feelings.

People are indirect; they imply/suggest what they mean; understatement is valued; you need to read between the lines; the truth, if it hurts, should be tempered.

The Role of Context

Low Context — **High Context**

Low context, heterogeneous, and individualist cultures: little is already known; the message must be explicit and spelled out; words are the primary means of communication; nonverbal cues are not the key to understanding.

High context, homogenous, and collectivist cultures: much is already known; the spoken word is not the primary means of communicating; much is implied but little needs to be said; nonverbal cues and the context are the key, what is not said may be the message.

The Importance of Face*

Face Less Important — **Face Is Key**

Face has moderate importance; the facts and expediency are more important than being careful about what you say; getting/giving information is the overriding goal of the communication exchange; criticism is straightforward; it is okay to say no, to confront people.

Face is paramount; saving face/not losing face takes precedence over the "truth"; maintaining harmony is the overriding goal of the communication exchange; confrontation is avoided; saying no is difficult; criticism is handled very delicately; what one says and what one feels often are not the same.

***Face:** self-esteem, lack of public embarrassment

The Task or the Person

The Task — **The Person**

The task is separated from the person; do business first and then have small talk; establishing rapport/good personal relationship is not essential to getting the job done. The goal is accomplishing the task.

The task and the person cannot be separated; begin with small talk and then move to business; personal relationship is a prerequisite to getting the job done. The goal is building the relationship.

Peace Corps Regulations and Policies

Rationale

The Peace Corps has global policies that govern Volunteer behavior while in-country. Other policies have been developed at posts because of local issues. Use this session to emphasize local policies as they relate to the health, safety, and security of the Volunteer and the success of the project.

Time

60 minutes

Objectives

Participants will be able to:

- ✓ Describe Peace Corps policies regarding:
  - Volunteer health, safety, and emergencies
  - Volunteer living allowance, vacation, and transportation
  - Drugs, alcohol, and firearms
  - Political expression, legal status, and official agreements
  - Sexual harassment
- ✓ Describe how to get additional information on Peace Corps policies, especially in the ***Supervisor/Counterpart Handbook*** provided.

Preparation

1. Prepare a list of country- or community-specific regulations on flip charts, or refer to your ***Supervisor/Counterpart Handbook***, if there is one.
2. If desired, create a true/false quiz based on the Peace Corps' and your post's own policies and regulations.
3. If needed, create mini role play cards for warm-up.
4. Keep the tone of the session positive.

Materials

Make copies of the five handouts of *Important Peace Corps Regulations and Policies*.

True/false quiz on a flip chart, if needed

Procedure

A. Motivation

1. Warm-up: To keep the tone light, introduce this session in an engaging way.

   Here are some ideas:

Unveil a true/false quiz about Peace Corps regulations and policies, and have the group silently decide the answers. Then review as a group. Follow up with the small group discussions as outlined below.

Sample questions

Volunteers are allowed to ride motorcycles in their service. T F

Volunteers are government employees. T F

Volunteers cannot drink in their communities. T F

Peace Corps sexual harassment policy extends to Supervisors/Counterparts. T F

OR

Invite a few participants to perform a role play, highlighting some of the policies and regulations (such as a Volunteer riding a motorcycle gets into an accident, a parent wants to pay a Volunteer to tutor his child, and other situations). Ask the whole group to identify the policies.

B. Information

1. Explain that the Peace Corps has a number of rules, regulations, and policies that cover Volunteer's behavior while in-country. Show a copy of the ***Peace Corps Manual***, if you have one.
2. The purpose of the extensive collection of regulations is to help ensure Volunteer health and safety. Therefore, this session will focus on those kinds of regulations and policies with an emphasis on how they apply in the communities where Volunteers will be living.

C. Practice/Participation

1. Divide the groups into up to five smaller teams based on the communities they are and will be living in.
2. Distribute a copy of the *Important Peace Corps Regulations and Policies* to each team. (Alternatively, you could distribute different portions of the list of policies and regulations to different groups.)
3. Explain that each team should take 20 minutes to review the regulations and policies given to their team. Their goal is to describe the importance of the regulations in the context of the community they live in. For example, according to the regulations, Volunteers are permitted to drink alcoholic beverages provided they do not behave inappropriately as a result. However, the Volunteer may be assigned to a community where drinking alcohol is forbidden.
4. Supervisors and Counterparts will provide the local context. It is their job to explain it to the Volunteers. The Volunteers will then explain the local rules to the entire group.

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5. Facilitate as each team reports its findings to the entire group. Encourage participatory presentations and discussions.

D. Application

1. Ask participants to think about what they have just learned and how it may affect their responses in the community. You may choose to debrief the whole session, using these suggested questions:

   - Which policy surprised you?
   - Which policy or regulation do you think will be a challenge to follow in your host country? Why?

Handout

Peace Corps Regulations and Policies #1

Vehicles and Transportation

Operation of vehicles by Peace Corps Volunteers raises a number of concerns. The safety and security of Volunteers can be jeopardized by unsafe roads or vehicles, lack of familiarity with local conditions, or other circumstances. In addition, it is an essential part of the Peace Corps mission that a Volunteer's standard of living comports with local community standards. Accordingly, Peace Corps Volunteers shall not operate vehicles overseas except when they are outside of their site on approved leave, or when their operation of a vehicle is specifically authorized by the country director.

1. Peace Corps vehicles can only take passengers who are conducting official service with the Peace Corps.
2. All passengers in Peace Corps vehicles must wear a seat belt.
3. Volunteers are forbidden to own or drive motorized vehicles or motorcycles in their country of assignment. Only the director of the Peace Corps may make exceptions to this policy.
4. Volunteers may be passengers in a car, but are forbidden from being passengers on motorcycles.
5. When Volunteers are riding bicycles for work or pleasure, they must wear bicycle helmets.

Handout

Peace Corps Regulations and Policies #2

Drugs, Alcohol, and Firearms

Appropriate Volunteer conduct is critical to the Peace Corps. Volunteers have responsibilities more complex than those of private citizens. While Volunteers are expected to learn and respect host country culture and customs, host country citizens see Volunteers as examples of U.S. culture. The Volunteer is often the most identifiable (and frequently the only) U.S. citizen in a community. Hence, in addition to personal responsibility for their own conduct, Volunteers have an additional responsibility to conduct themselves in a manner reflecting credit on the Peace Corps and their country.

1. A Trainee or Volunteer found to be involved with drugs, including marijuana, in a manner not authorized for medical purposes, in any way in any country, will be administratively separated immediately and encouraged to return to Peace Corps/Washington for consultation.
2. Volunteers may drink alcohol. However, inappropriate behavior or inability to perform in an assignment resulting from misuse of alcohol may be cause for the Volunteer to be separated from the Peace Corps.
3. Volunteers are not allowed to possess or use firearms.

Handout

Peace Corps Regulations and Policies #3

Personal Behaviors

Peace Corps Volunteers are entitled to a living allowance in order that they may serve effectively and safely overseas. Consistent with the Peace Corps philosophy that development and mutual learning are most effectively achieved when people live and work together, it is important that Volunteers live modestly by the standards of the people whom they serve, yet not in a manner that would endanger their health or safety. The living allowance should be based on local living standards and costs. As a result, it will vary among, and sometimes within, countries.

1. Volunteers receive a monthly living allowance from the Peace Corps. This allowance is intended to provide for the Volunteer's personal transport, food, clothing, and personal necessities.
2. Volunteers are expected to dress suitably both on and off the job, and respect host country and community attitudes toward personal appearance.
3. Volunteers may not receive payment for their services except from the Peace Corps. This includes investments and payment from written works and photographs while serving as Volunteers.
4. Volunteers accrue two days of annual leave and leave allowance for each month of Volunteer service (excluding training). Volunteers are encouraged to use annual leave to travel within and become more familiar with their host country or nearby areas. Leave may not be taken during training, the first three months of service, or the last three months of service, except in conjunction with an authorized emergency leave.

Handout

Peace Corps Regulations and Policies #4

Political Expression, Legal Status, and Official Agreements

Because the Peace Corps wants to keep Americans and host country citizens informed about its accomplishments, it maintains a policy of openness and willingness to respond to inquiries from journalists and to provide information about programs.

1. Volunteers may discuss their role in the Peace Corps with a media representative; however, they should notify their country director of such a discussion before it takes place. Volunteers may write articles for publication but they must be cleared with the country director, and never be for personal financial gain.
2. Volunteers should not participate in political activities or manifestations. Volunteers may express their opinions on American politics as their own individual opinions, and not as representatives of the Peace Corps or the U.S. government.
3. Volunteers do not have diplomatic immunity. They are required to work and live according to the local laws.
4. Volunteers may practice their religions, but are forbidden from proselytizing.
5. Volunteers may not sign contracts, agreements, certificates, or any other official documents on behalf of the Peace Corps. Volunteers are to work in support of the assigned institution or organization and may not make commitments in the name of the Peace Corps in writing, verbally or implied. Peace Corps Volunteers may not take advantage of a situation in the host country, or use their Peace Corps status, for their own financial gain.
6. Volunteers shall NOT: invest money in real estate, bonds, shares, or stocks of commercial concerns headquartered in the country of assignment or that conduct a substantial portion of their business in that country; engage in any business activity for profit or personal financial gain or undertake any gainful employment; or sell or dispose of personal property at prices producing profits.

Handout

Peace Corps Regulations and Policies #5

Sexual Harassment

The Peace Corps is committed to maintaining high standards of conduct in the workplace and providing all employees, Volunteers, and Trainees a work environment that is free from sexual harassment.

Sexual harassment is a form of sex discrimination prohibited by U.S. law. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a Volunteer's service;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or decisions regarding Volunteer status or service; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may be physical, verbal, or graphic. It may result from the actions of supervisors, co-workers, Volunteers, Trainees, and/or non-employees. It may occur both on and off the job, and may victimize members of either sex. It includes conduct that is not intended to be harassing by the person who acts, if such conduct is reasonably perceived by the recipient to be harassment.

All Peace Corps managers, supervisors, employees, contractors, Volunteers, and Trainees are responsible for ensuring that their own actions do not constitute or contribute to sexual harassment. Managers and supervisors are responsible for correcting behavior that may constitute sexual harassment; taking immediate action to investigate all allegations of sexual harassment; protecting against retaliation against any individual who raises a complaint; and taking appropriate remedial and/or disciplinary action, which may range from a reprimand to removal.

If you believe that you or others are being subjected to conduct or a work environment that may constitute sexual harassment, you are strongly encouraged to report the behavior or situation immediately to your supervisor, country director, or other management authority.

Action Planning

Rationale

This is an opportunity for the Supervisors, Counterparts, and Trainees to get together and start making plans for the first few months of Volunteer service.

Time

60 minutes

Objectives

Participants will be able to:

- ✓ Design work-related and community entry activities that will take place during the Volunteer's first three months in the community.
- ✓ Make an action planning worksheet based on the activities discussed in the first objective.

Preparation

1. Make copies of the action planning worksheet.

Materials

Worksheet handouts, pens and pencils

Procedure

Refer to the ***4MAT*** materials for more details.

A. Motivation

1. Warm-up:

   Visualization:

   As the Supervisor/Counterpart workshop comes to a close, Trainees and Counterparts may be experiencing a variety of emotions (such as excitement or anxiety). Ask participants to close their eyes and imagine the following:

   Volunteers:

   You have just arrived at your new site.

   - How do you feel? (pause)
   - Who is there to greet you? What will you do that first evening? (pause)

   Today you are scheduled to report to work.

   - How do you feel?
   - What is the first thing you'll do on your first day of work? (pause)

Counterparts:

It is your first day back at work after the Supervisor/Counterpart workshop.

- What do your colleagues ask about the Volunteer?
- How will you answer them? (pause)

Today your Volunteer is scheduled to report to work.

- How do you feel? (pause)

Your Volunteer is eager to begin work but you know there is a major holiday/community event coming up that may impact the project.

- What will you tell the Volunteer?

OR

Proverbs:

Post these proverbs:

- A stitch in time saves nine.
- The best laid plans of mice and men.
- All work and no play makes Jack a dull boy.

Invite the group to explain the meaning of the proverbs. Ask if there are similar proverbs in the local culture/language.

B. Information

1. Explain that participants will use a three-month planning worksheet to begin scheduling the work for the Volunteers' first months with their agency or organization. Remind them that successful planning includes being aware of necessary steps, identifying potential personal and professional challenges, and outlining backup plans. In this session Trainees and Counterparts/Supervisors will work together as a team to identify work- and community-related objectives. Use as many forms as necessary to list all of the activities and tasks.
2. In the worksheet use the left column to list the major plans for the Volunteer and the Supervisor/Counterpart. The activities should include those related to agency or organization work-related activities and those related to the Volunteer's becoming acquainted with and settling into the new community.

   Work-related activities might include:

   - meeting Supervisors, co-workers, different department personnel, and support staff
   - learning about the goals and objectives of the agency/organization
   - learning about the history of the agency/organization
   - learning about agency/organization procedures, policies, and working norms

- learning about the current and planned activities of the agency/organization
- meeting some of the agency's/organization's partners in the field
- visiting current projects
- meeting some of the clients served by current projects

Community-related activities might include:

- finding permanent lodging
- identifying a language tutor
- locating local markets, the post office, hospital, police station
- registering at the local police station
- locating the nearest telephone
- locating the residences of co-workers and fellow Volunteers (if there are any)

C. Practice/Participation

1. Supervisors/Counterparts and Trainees work in groups to complete the worksheets. Encourage Trainees and Supervisors/Counterparts to consider the following:
   - What steps do we need to take?
   - What support will the Volunteer need to carry out a step?
   - What are the roles of each person involved?
   - Who will be responsible for what?
   - What is our backup plan for potential difficulties?
   - How will we report/document our progress at each step?

D. Application

1. The Volunteer and the Supervisor will use the worksheet as a guide during their first three months in the community. The Volunteer should make notes as tasks are accomplished and the progress is discussed periodically by the Volunteer, Supervisor, and Counterpart(s). The worksheet builds valuable information for the first report to be developed by the Volunteer and the community partners. Worksheets can also be used during site visits by the programming and training teams. During In-Service Training Volunteers, and Counterparts if attending, can review and share how their first three months corresponded to the worksheet plans. They can evaluate whether they are on target with their strategies.

Three-Month Planning Worksheet

VOLUNTEER Name: **Page of**

Program: **Sponsoring Organization:** **Site:**

Activities and Tasks	Month 1	Month 2	Month 3

VOLUNTEER Name: **Page of**

Activities and Tasks	Month 1	Month 2	Month 3

Wrap-up

Rationale

This session is an opportunity to review the activities of the day and to gather meaning and future needs from the training sessions.

Time

30 minutes

Objectives

Participants will be able to:

- ✓ Indicate highlights of the day's events and process the importance of the ideas presented and the meaning they have for them.
- ✓ Indicate the importance of the information shared, the start of a relationship between parties, and the key points of how they will begin working together.

Preparation

1. Make a flip chart that has three places for placing sticky notes.

   Headings are:

   - The best thing I learned today was…
   - What else I want to know that was not covered…
   - What I need to do next is…

Materials

Sticky notes

Flip chart

Pens or pencils

Certificates

Procedure

A. Motivation

1. Facilitator brings together participants and asks all parties to clap or shake hands with one another.

B. Information

1. Facilitator explains that the wrap-up will include individual responses that are to be posted on the flip chart.

C. Practice/Participation

1. Participants respond to the above headings on sticky notes and post on the flip chart. The session facilitator asks one host country national and one Trainee to discuss the important points posted by the group.
2. At the end, Supervisors and Counterparts are presented with certificates for participating in the day's activities.

D. Application

1. All parties are aware of the highlights of the day, of their important roles, and of what they are to do next to make their shared experiences worthwhile and meaningful.

Resources

Materials and documents used in the one-day training

Appendix I: Sample Schedules

Following are sample schedules of Supervisor/Counterpart conferences used by different posts that vary in length from one to three days. These samples are included to offer additional ideas for workshops involving Volunteers and their community partners.

Sample One-Day Agendas

Peace Corps/Nicaragua—in Conjunction With PST

8:30 - 9:00	Welcome and self-introduction of participants
9:00 - 9:30	Peace Corps in Nicaragua and in the world (Country Director)
9:30 - 10:00	Description of the Peace Corps projects (APCDs)
10:00 - 11:00	Roles and expectations of Volunteers, Supervisors, and Counterparts: Work in small groups
11:00 - 11:45	Presentations of roles and expectations from small groups
11:45 - 1:00	Lunch
1:00 - 1:30	Peace Corps' approach to community development
1:30 - 2:30	Description of the project plan
2:30 - 4:30	Starting communication and work plan Hopes and action plan
4:30 - 5:00	Evaluation and conclusion

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Peace Corps/Romania—in Conjunction With PST

Peace Corps Volunteers and Counterpart Conference

8:30 - 9:00	Welcome and Conference Overview (Country Director)
9:00 - 10:00	Introduction of Peace Corps/Romania Programs, Staff, and Policies (Peace Corps/Romania Staff) *Entire group together*
10:00 - 10:30	Coffee Break
10:30 - 12:30	Defining Expectations: Counterparts, Volunteers, and program staff define expectations of each other *Sector session*
12:30 - 2:00	Lunch
2:00 - 4:00	The First Three Months at Site: Trainees and Counterparts work together to develop a three-month work plan, a job description, or a weekly work schedule *Sector session*
4:00 - 5:00	Individual Site-Related Issues: Program managers are available to discuss site-specific issues *Sector session*
5:00	Closing Reception

Sample Two-Day Agenda

Peace Corps/Mozambique

Purpose

To prepare Mozambican school directors and Volunteers to work together and support each other in Mozambican secondary and technical schools.

Goals

1. Volunteers and their school directors will get to know each other.
2. Volunteers will understand and discuss their roles and responsibilities as Peace Corps Volunteer teachers in the Mozambican school system.
3. Mozambican school directors will understand and discuss their roles and responsibilities in hosting and supporting a Volunteer at their school (such as administrative responsibilities, housing that meets the Peace Corps' criteria, etc.).
4. Volunteers and school directors will understand and discuss the roles and responsibilities of Peace Corps/Mozambique and the Ministry of Education (at national, provincial, and district/city levels).
5. Volunteers and school directors will understand and discuss the goals and objectives of Peace Corps/Mozambique and important regulations and policies (such as medical care, emergency procedures, end of Peace Corps service, etc.)
6. Volunteers and their school directors will review individual Volunteer first quarter work plans and revise as necessary.

Schedule

DAY 1:	
8:00 - 9:00	Icebreaker with Volunteers, their Counterparts, and Supervisors
9:00 - 10:00	Formal opening by Country Director, ministry representative, and remarks by one of the regional directors or directors who worked with a previous Volunteer on the benefits of being/receiving a Volunteer
10:00 - 10:30	Introduction to Peace Corps/Mozambique by Country Director and APCD
10:30 - 11:00	Break

Continued

PC/Mozambique Day 1 Schedule, continued

11:00 - 12:30	Discuss and clarify roles and responsibilities of host country nationals, Supervisors, and Volunteers Brainstorming: "What role does each of us play in making this collaboration effective (what do we offer)? What support/resources do we need from others?" *Four groups (Peace Corps/Ministry of Education; Directors; Counterparts; Volunteers) brainstorm list of each and present to larger group.*
12:30 - 2:00	Lunch
2:00 - 4:00	Presentation of Peace Corps/Mozambique's regulations and policies, question and answer period Review the community guide roles and responsibilities sections Introduce and discuss important Peace Corps/Mozambique regulations and policies, including Volunteer standards of conduct, resignation/termination of service, medical care, and emergency procedures
DAY 2:	
8:00 - 10:00	Individual action planning: Volunteers and their Counterparts and Supervisors plan for their first three months working together. Individual Volunteers meet with their school directors and review Volunteer first quarter work plans, and prepare a first quarter action plan for the school director to help the Volunteer settle into the community and school. Discuss work plans in provincial groups.
10:00 - 10:30	Break
10:30 - 12:00	Provincial groups review action plans and make plans for follow-up at a regional level
12:00 - 12:30	Official closing
12:30 - 2:00	Lunch and prepare for swearing-in ceremony

Sample Three-Day Agenda

Peace Corps/Kazakhstan

DAY 1	PROJECTS, POLICIES, and WORKING TOGETHER
8:00	Community meeting
8:30	Introduction of staff, schedule, logistics
9:00	Welcome remarks: Country Director
9:15	Expectations/responsibilities *Sector groups*
10:30	Break
11:00	Peace Corps policies: Country Director
11:30	Sector project descriptions
12:30	Lunch
1:30	Communication procedures: chain of command *Discussed in sector groups*
3:00	Break
3:30	Sector work planning: Trainees work with their Counterparts and Supervisors on the first steps they will undertake during the first month
DAY 2	**DEVELOPMENT** • Peace Corps' approach to development • Participatory, community-based development • PACA – Participatory Analysis for Community Action
9:00	Conference schedule review
9:15	Introduction to Community Content-based Instruction and PACA concepts PACA tools
10:30	Break

Continued

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PC/ Kazakhstan Day 2 Schedule, continued

11:00	Needs assessment tools Pairwise ranking
12:30	Lunch
1:30	Lesson plan design
3:00	Break
3:30 - 5:00	Lesson plan presentation
DAY 3	**EFFECTIVE COMMUNICATION**
9:00	Listening and feedback
10:30	Break
11:00	Working with Americans (Counterparts and Supervisors only) Working with host country nationals (Volunteers only)
11:45	Challenges and strategies of being a Counterpart (Counterparts and Supervisors only) Challenges and strategies of working with Counterparts (Volunteers only)
12:30	Lunch
1:30	Communication - critical incidents • Role play and processing of critical incidents • Groups create critical incidents • Two role plays per group
3:30	Break
4:00 - 4:30	Medical concerns
4:30	Closing and evaluations

Appendix II: Other Sample Session Plans

In this section you will find additional session examples taken from the field that can enhance a Supervisor/Counterpart workshop. Of special interest is the session on feedback that is not included in the one-day workshop format.

Communication Between Supervisors and Volunteers: How to Give and Receive Feedback

Peace Corps/Ethiopia

Rationale

It is difficult to give and get feedback in a cross-cultural environment. In Ethiopia, observers tend to focus on positive things without being very specific or helpful in offering suggestions for improvement. This session is designed to give an idea about how feedback should be given/received.

Time

1 hour and 15 minutes

Objectives

By the end of the lesson students will be able to:

- ✓ Define feedback and explain its purpose and importance.
- ✓ List effective comments of feedback.
- ✓ Explain the components of how to be a good observer.
- ✓ Enumerate concerns/expectations of giving/receiving feedback.
- ✓ Discuss some of the "what if" questions.

Procedure

1. Have two Volunteers role play an observer and teacher. They will be role playing a bad relationship in which an observer gives only negative feedback and the teacher is defensive.
2. The trainer then leads a discussion about how to make feedback effective. The trainer asks the Trainees and observers to choose the qualities of effective feedback from the comparisons on the flip chart.
3. The trainer asks the group why feedback is important and leads them in a discussion.
4. The trainer leads a discussion about the qualities of a good teacher/observer relationship and discusses the good qualities of a critique.
5. The trainer asks participants to give some "what if" situations and leads a discussion of them.
6. The trainer leads a discussion about strategies for giving and receiving meaningful feedback between the two cultures.
7. End by doing another role play about a good observer/ teacher relationship and ask the Trainees to comment on the role play.

Integration

This session addresses both Ethiopian and American preferences for giving suggestions.

Evaluation

Ask Trainees to define feedback and brainstorm ideas about the importance of giving/receiving feedback. Last, discuss some of the "what if" questions.

Comments

It was valuable to formulate additional "what if" questions because they generated a lot of discussion. It was also useful to hear Volunteer experiences with feedback from the previous model school. It was very helpful to have Volunteers tell their own experience.

Resources

What Did You Say? The Art of Giving and Receiving Feedback (ICE No. T0115)

Introduction to the Peace Corps: Icebreaker for Introductions

Peace Corps/Eritrea

Rationale

Designed to open the communication process between Volunteers and their directors.

Time

1 hour or less

Objectives

By the end of this session participants will be able to:

- ✓ Discuss relevant issues in education in Eritrea.
- ✓ Identify strategies for discussing controversial issues.
- ✓ Identify strategies for group problem solving.

Integration Points

Trainees will use language and cross-cultural strategies and skills.

Trainer's Preparation/Materials

Trainer needs to prepare the flip charts and cut them into the appropriate number of pieces.

Procedure

1. Trainer distributes jigsaw pieces to all participants. The following statements and questions are written on flip chart paper, then cut into enough pieces so that everyone has one piece.
   - The greatest gift a teacher can give a student is . . .
   - What is development?
   - A teaching staff works best when . . .
   - Foreign teachers need . . .
   - What facilities at a school help students work best?
   - Why is education important?
   - Why should community problems be introduced in the classroom?
   - Why should the Peace Corps work in Eritrea?
2. Participants look for the other persons with their puzzle pieces and solve the puzzles.
3. Participants discuss the statements or questions on each puzzle
4. Each group reports on what the group discussed.
5. Close

Counterparts and Volunteers: Using Art in Training Icebreakers

Adapted from Peace Corps/Mongolia

General Introduction Exercise for Trainees and Counterparts

Rationale

This is an opportunity for Trainees to meet their Supervisors/Counterparts in a planned environment.

Time

1 hour

Preparation

Prepare necessary materials for "art" exercise.

Materials

Colored markers

Flip chart paper

Tape

Procedure

1. Trainees and Counterparts pair up and find out five things about each other. Each person introduces his/her partner to the large group.
2. Have each "team" (one Trainee and one Counterpart) draw a representation of community information on a flip chart (not in the large group because the Trainee-Counterpart relationship is the focus). Pairs visually represent their site: town, school, people, good points and bad points, shopping, what happens in town. What is the most important place/event/person/job in town?
3. Counterparts can represent the site and Trainees can represent impressions of the site.
4. Post flip chart drawings on the wall and discuss them, if there is time.

Project Plan Review: Role of the Programming Staff and Introduction to the Project Plan

Adapted from Peace Corps/Ethiopia

Rationale

The project plan session sets the framework for the rest of the technical sessions, in some ways answering questions in advance as to why certain training sessions, particularly Participatory Action for Community Analysis (PACA) sessions, are included.

Time

90 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Briefly describe the role of the programming staff.
- ✓ Describe the four goals of the education project plan.

Integration Point

1. In discussing the implementation of the project plan, the necessity of understanding the culture and language is emphasized.
2. Presented by the APCDs based on last year's activities, so no real trainer preparation was necessary.
3. Trainees were told to review the project plan before the sessions and to bring their copies with them. Flip chart with questions prepared.

Materials

Copies of Project Plan

Flip chart for directions

Procedure

1. [*10 minutes*] After introduction of the staff members, programming staff roles are defined, first by what they are not: They are not Peace Corps policymakers, which is the country director's job; and they are not policymakers or administrators for the schools, which is the school director's role.

   Peace Corps programming staff roles are defined as consultants/counselors for Volunteers' activities; liaisons with the Ministry of Education officials; monitors and evaluators for the project as a whole, including documentation to Peace Corps/Washington; and designers of weeklong training events in the course of a year.

2. [*5 minutes*] Project plan is briefly introduced as a collection of activities working toward a common purpose. Peace Corps terms such as "program" and "project" are defined.

3. [*30 minutes in small group*] Trainees and Counterparts are asked to divide into four groups. Each group is assigned one project goal to read. They are asked three questions, presented on the flip chart.
    a. Briefly describe the goal. What are its positives?
    b. What are the potential challenges?
    c. What do you need to learn to implement the goal?
4. [*30 minutes*] Groups present their deliberations.
5. [*15 minutes*] Questions and answers on the project or on Trainee or Counterpart concerns in programming area are taken.

Note: The key points of the strengths and weaknesses of the project plan were made by the participants, so from the APCD's point of view the session was a success.

Resources

Programming and Training Booklets 1-6 (ICE No. T0113-T0118)

Peace Corps [country] Project Plan

Peace Corps [country] Project Status Report

Roles and Responsibilities of Supervisors and Counterparts: Using Role Play

Adapted from Peace Corps/Solomon Islands

Rationale

In order for Supervisors to effectively supervise Volunteers and participate fully in the secondary education and rural community education project, they need to know and understand their roles and responsibilities

Time

1 hour

Facilitator(s)

Country director, programmers

Objectives

By the end of the session, participants will be able to:

- ✓ Identify and discuss the roles and responsibilities of Supervisors, the Peace Corps, the Ministry of Education, and Volunteers.
- ✓ Ask questions surrounding roles and responsibilities.

Materials

Flip chart paper

Markers

Flip chart: *Volunteer Issues*

Procedure

1. Discuss objectives and rationale.
2. [*5 minutes*] Introductory remarks

   You are about to see a short skit or role play. It takes place in a provincial secondary school somewhere in this country. A Peace Corps Volunteer is visited by her APCD.
3. [*10 minutes*] Skit or role play. Take notes on a flip chart of the discussion.

   [Volunteer has come to class inappropriately dressed]

   APCD/Education is on a site visit to where the Volunteer teaches mathematics.

   Volunteer has some concerns and frustrations that she wants to talk to her APCD about. She has written a list of issues. There is much discussion between the Volunteer and the APCD.

   Some issues that could be discussed:

- Housing is shared
- Kerosene not available
- Teaching materials not available

  (Volunteer expectations not reasonable)
- Refund for transport to site not forthcoming
- Medical problem (malaria)
- Living allowance not enough and late in coming
- No Counterpart
- Extra responsibilities not clear/too many
- Principal only seems interested in Small Project Assistance and other funding sources, not classroom teaching.

4. [*10 minutes*] Discussion

   Show flip chart of issues and ask the following questions:

   - Are any of these issues realistic?
   - Are there issues that could have been prevented if roles and responsibilities were known?
   - What suggestions would you have to ensure better communication concerning roles and responsibilities?

5. [*20 minutes*] Application: Review of ***Supervisor/Counterpart Handbook*** for the roles and regulations for APCDs, Counterparts, Supervisors, and Volunteers and contact information for programming staff, medical, administration, and/or country director.

6. Questions and answers

EVALUATION

The following suggestions could help improve this session:

- ✓ Try to keep responses to a minimum—two or three speakers per item discussed.
- ✓ Always go over the roles and responsibilities of the Peace Corps, Supervisors, and Volunteers as presented in the ***Supervisor/Counterpart Handbook***.

Defining Expectations: Working in Small Groups

Adapted from Peace Corps/Romania

Rationale

This session marks the beginning of how Volunteers, Supervisors/Counterparts, and Peace Corps programming staff will work together. It is important that all three groups involved clearly understand the expectations of the others so that a constructive, productive work relationship will emerge.

Time

2 hours

Objectives

By the end of the session, participants will produce a list of mutually accepted expectations for each of the three partners involved in the Peace Corps program (Volunteers, Supervisors/ Counterparts, Peace Corps program staff).

Materials

Flip chart paper

Easel (or tape) for displaying paper

Markers

Procedure

A. Motivation [*10 minutes*]

1. Summarize the objective emphasizing the three partners involved in this work relationship. Draw on a flip chart the names of the three partners with arrows going from each group to the other two to illustrate how the three groups interact.

B. Information [*45 minutes*]

1. Divide the group of Trainees in two and the group of Supervisors/Counterparts in two. Give each of these groups several sheets of flip chart paper and a marker. Ask them to work together for the next 40 minutes to write their expectations of the other two groups in the partnership. Give paper and markers to the program manager(s) and ask him/her to do the same. Offer some examples of expectations if necessary. Encourage groups to move to corners or quieter places to work together.
2. Small groups work independently writing their lists. (There are five groups: two Trainee groups, two Counterpart groups, and program managers.) Facilitator should circulate to ensure all are on track.

C. Practice [*45 minutes*]

1. Report on and/or post lists compiled by small groups. A representative of each of the groups presents their list. Facilitator should make sure that everyone is comfortable and in agreement with the expectations that the others have of them. Draw correlations between the similar expectations (such as professional respect, punctuality, etc.). If one group is not comfortable with an expectation, suggest alternatives that are acceptable. Do not move on until all are comfortable with what has been written.

D. Application [*10 minutes*]

1. Ask if there were any surprises from this session. Ask the group to identify strategies they can use to recheck assumptions and expectations.
2. Reemphasize the importance of establishing expectations early on in the relationship. Explain to the group that you will type up the lists that have been presented and distribute them.

Cross-Cultural Communication

Peace Corps/Ecuador

Rationale

It is important for Trainees and their community partners to identify differing cultural values in order to work effectively together.

Time

1 hour and 15 minutes

Objectives

By the end of the session, the participants will be able to:

- ✓ Identify differences in cultural values between North Americans and Ecuadorians that could impede their professional interaction.
- ✓ Identify strategies and solutions that can help facilitate effective communication among Volunteers, Counterparts, and Supervisors.

Procedure

A. Motivation [*5 minutes*]

1. Have participants form two lines of people and play "telephone." One person in each line starts at the end of the line, says something into the ear of the person next to him/her, who repeats this to the person next to him/her, until the message gets to the end of the line.
2. Discuss the elements of communication in this game: a sender and a receiver, how the message is interpreted, and how the interpretation happens at both linguistic and cultural levels.

B. Information [*30 minutes*]

1. In separate groups, Counterparts and Trainees discuss the following questions (one person should be selected to present to the other group):
   a. Questions for Counterparts:
      - What are important Ecuadorian values?
      - What should North Americans know about your culture?
   b. Questions for Trainees:
      - What are important North American values?
      - What should Ecuadorians know about your culture?

C. Practice/Participation [*15 minutes*]

1. In a large group, ask for a presentation of each group's results.

D. Application

1. Discuss results of the activity and implications that this information might have for Volunteer/Counterpart relationships.
2. What strategies can be used to promote effective communication?

Relationships: Cultural Thresholds of Intimacy

Peace Corps/Washington

Time

2 hours

Objectives

By the end of this session the participants will be able to:

- ✓ Identify five key thresholds of intimacy in their respective cultural milieu
- ✓ Define a personal strategy for managing intimacy in their relationships

Introduction

1. Explain: As human beings it is quite natural for us to develop a variety of relationships with many different people. Over time, as trust and respect are established, people grow more intimate. The level of intimacy will vary with the different kinds of relationships people develop. Think about how the levels of intimacy vary among the following relationships:

   - parent – child
   - siblings
   - work colleagues
   - acquaintances
   - classmates
   - wife – husband
   - roommates
   - friends
   - fellow bus passengers
   - merchant – customer

   We selectively allow others to cross a ***"threshold of intimacy" by sharing more and more of our personal and private selves through words, posture and actions***. Thresholds of intimacy are often culturally linked. Volunteers' limited language and cross-cultural understanding may hinder their ability to accurately interpret how their words, posture, and actions are being perceived, and to accurately interpret the words, posture, and actions of others. For instance, while direct eye contact may be a sign of respect in one cultural setting, it may be deemed disrespectful in another, or interpreted as an invitation for greater intimacy in still another (especially between a man and a woman).

Exercise I

1. Divide participants into groups of four to six. Groups should represent as much gender and cultural diversity as possible.

2. [*10 minutes*] Brainstorm. Facilitator asks each group to identify and discuss as many thresholds of intimacy as they can, writing each on a sticky note or other card (*the facilitator may want to offer an example, such as addressing one another by first name*).
3. [*5 minutes*] After further discussions each group should highlight those thresholds that apply specifically to the host culture.
4. [*15 minutes*] Each group presents the results of the brainstorming exercise and the highlighted list of thresholds that apply to the host culture. Through consensus the participants produce a single combined list of host culture thresholds of intimacy.
5. [*5 minutes*] Ranking. Facilitator asks participants to plot the highlighted thresholds using the chart below from least intimate to most intimate.

   Thresholds might include but are not limited to the following:

   1. Style of dress
   2. Direct eye contact
   3. Smile
   4. Use of familiar pronoun
   5. Use of first names
   6. Sharing meals
   7. Meeting as a "couple" in public
   8. Accepting a drink or gift
   9. Agreeing to dance with member of opposite sex
   10. Affectionate touching (in public)
   11. Entertaining a visitor at home
   12. Making out
   13. Entertaining visitor at home after dark
   14. Having sex

◊ = stranger | = threshold □=PCV

1 2 3 4 5 6 7 8 9 10 11 12 13 14

6. [*5 minutes*] Explain: In the illustration above, the stranger must cross at least 14 thresholds of intimacy before reaching the Volunteer's most intimate personal space (*illustrate this by moving the ◊ from left to right*). These thresholds are the boundaries

that a stranger negotiates as a relationship develops and trust is built. Unless a Volunteer is vigilant, a stranger may cross several thresholds before the Volunteer is aware of how intimate the relationship has become. This unwanted intimacy may result from an innocent cross-cultural miscommunication, or from conscious manipulation on the part of an opportunist. As Volunteers will develop many relationships throughout their service, it is necessary that they understand the "ground rules" that govern relationships in the host culture.

Exercise II

1. Participants return to original groups.
2. [*15 minutes*] Brainstorm.

   Facilitator asks each group to consider the thresholds of intimacy identified in Exercise I and through discussion and consensus recommend culturally appropriate strategies that establish effective boundaries for each.

   1. Dress in a respectful and unprovocative manner.
   2. Avoid direct eye contact with members of the opposite sex.
   3. Assume a posture that is consistent with intent of words (to say "no" and mean it, do not smile while you say "no").
   4. Address others, especially those of the opposite sex, in a polite and respectful manner.
   5. Share meals in a mixed group or family setting.
   6. Be mindful of receiving and giving gifts, especially with members of the opposite sex. Understand the cultural implications of these actions.
   7. Entertain visitors during daylight hours in common (public) areas.
   8. Invite a friendly third party to be present during a visit.
3. [*15 minutes*] Each group presents its strategies to the plenary.
4. [*20 minutes*] Scenario.

   Facilitator asks each group to read and discuss the following scenario, and answer the questions that follow.

   > *PCV Lisa decides to travel by overnight bus to the capital city to attend a peer training workshop. She takes a window seat about halfway toward the rear of the bus and settles in for the long ride. Before the bus departs the aisle seat is taken by a well-dressed middle-aged man. He greets Lisa in a friendly manner and they strike up a conversation that continues on and off throughout the trip. The conversation reveals that the man, Vandy Moro, is a local businessman from the region returning to the capital after a visit to his family. Lisa has explained to Mr. Moro her role as a Peace Corps Volunteer and that she hopes to return to the U.S. after two years to further her studies in public health. When the bus makes its*

first stop Mr. Moro, acknowledging that as a Volunteer Lisa probably has little money, buys her a sandwich and coffee, which she accepts gratefully. Later, when the bus stops once again, Lisa and Mr. Moro share a few beers. Back on the bus, Mr. Moro soon falls asleep and ends up slumped against Lisa's shoulder. She too eventually falls asleep and awakens as the bus pulls into the station. Mr. Moro is met by a vehicle at the station and he offers to drop Lisa at her hotel. When they arrive he gives her his business card and writes down his home telephone number. "Call me, Lisa, if I can ever be of assistance," he says. "Thank you, Vandy," she replies, "I am very pleased to have met you."

Two days later Lisa answers the phone at 8:30 p.m. It's Vandy. "Hello Lisa. I've stopped by for a visit to see how you're getting on," he says. Lisa, wishing to be hospitable and culturally sensitive, invites him up to the room. They talk pleasantly for a while. By 10 p.m. Lisa is tired and informs Vandy that she wishes to sleep. Half-jokingly, he offers to share her bed. "Thanks for the offer, Vandy," she jokes back, "but I don't think so." "C'mon Lisa, two years is a long time. We're both adults," he insists. Realizing now that the situation has gotten serious, Lisa threatens to scream unless Vandy leaves immediately. He replies angrily, "If you weren't interested, you should not have led me on."

a. What are the thresholds of intimacy crossed by Mr. Moro?

b. What strategies could Lisa have employed to establish clear boundaries?

5. [*15 minutes*] Each group presents its results.

6. [*10 minutes*] Personal strategy.

   Participants should use the remaining time to write down their personal strategies to establish boundaries and control the thresholds of intimacy. If time permits and participants desire, these strategies can be shared.

Additional scenario.

PCV Donna has established an excellent working relationship with her male counterpart, Mr. Eliot. He helped her find housing and introduced her to the local authorities in her community when she first arrived at her site. Over time Donna has befriended Mr. Eliot's wife and always remembers to send some small gifts for his young children. During the latest health education campaign Donna and Mr. Eliot have spent many days together in the field, often working into the night. Lately, Donna has been encouraging Mr. Eliot to pursue a professional course being offered in the U.S. She has written reference letters citing his excellent work and good character. One night after sharing dinner, when Donna and Mr. Eliot returned to the hostel where they maintained separate rooms,

he suddenly and without warning embraced her and attempted to kiss her on the mouth. Donna managed to struggle free and make it clear to an embarrassed Mr. Eliot that he had acted improperly. Despite his apologies, Donna feels mistrustful of Mr. Eliot and is considering a site change.

a. What are the thresholds of intimacy crossed by Mr. Eliot?

b. What strategies could Donna have employed to establish clear boundaries?

Working With Peace Corps Volunteers: Using Role Plays in Training

Adapted from Peace Corps/Tanzania

Rationale

This session is organized to introduce the concept of "crossing cultures" to Counterparts, to provide an opportunity for them and their Trainees to discuss the basis for some of their cultural differences, and to consider how they might best work together over the next two years.

Time

2 hours

Objectives

By the end of the session, Counterparts:

- ✓ Will understand the concepts of culture, of cultural difference, and of ethnocentrism/ cultural relativism.
- ✓ Will be able to apply these concepts in small groups to "critical incidents" illustrating the crossing of cultures.

Integration Point

The whole session, including the small group discussions (but not including one role play), was done in Swahili, and used examples of critical incidents that applied to the environmental sector.

Trainer Preparation

The cross-cultural coordinator:

1. worked with language and cross-cultural trainers as well as Trainees in the preparation of two "motivating" role plays,
2. developed 12 critical incidents, two for each of six groups of Counterparts and Trainees, and
3. prepared a talk introducing the relevant cultural concepts, including an "iceberg" flip chart and visual aids.

Procedure

1. The session opens with a role play: a "community entry" scene with a Volunteer at a local wedding. The Volunteer is making cultural mistakes from assumptions he has about weddings.

2. This is followed by a brief lecture on culture. Tanzanian and American cultures are compared to two different icebergs: one red, the other green, each with visible (observable behavior) and invisible parts (beneath-the-surface values and assumptions).
3. Then different examples of cultural features are presented, including a brief discussion of the underlying cultural conceptual differences (formality versus informality and comparative attitudes toward work were used).
4. This is followed by half an hour of small group discussions of critical incidents, including the relevant cultural dimensions.
5. Small group sessions are processed in the larger group, with Tanzanians and then Americans discussing what new ideas they learned about working with the other.

Counterpart Workshop Scenarios

For each of the following scenarios, discuss the following questions, if relevant:

- What issues are raised by the scenario?
- What cultural differences seem to be expressed in the scenario?
- How might Tanzanians interpret Volunteer behavior?
- What advice can Tanzanians offer to Volunteers about "crossing cultures"?

Scenario One:

Volunteer Brian's Counterpart says, "Brian, I think it would be best if you spent a lot of time during your first three months at your site visiting schools and helping them develop environmental education programs." Brian replies, "That is one idea. But would it be better to spend more time visiting farmers and get established in the various communities that way?"

Scenario Two:

Volunteer Gloria enjoys being active and is in excellent physical condition. In the United States, she runs five kilometers almost every day and plays sports. When she gets to her site, she notices that the primary school near her house has a very good track. She says to her Counterpart, "I notice that the women here do not run, and I have never seen women wear shorts, even the few who ride bicycles. But my body is important to me. I do not want to be Tanzanian. I want to be me. Is it okay for me to run in the morning or evening? Will anyone care what I wear?"

Scenario Three:

Volunteer George's Counterpart visits him one day and says, "You know my good friend Safari? Yesterday we were driving near Babati, and he hit someone riding on a bicycle. Fortunately no one was seriously hurt, but the bicycle was destroyed. The police gave him a ticket, and they asked me lots of questions as a witness." George asks, "How fast was Safari driving?" The Counterpart says, "Fifty miles an hour." George says,

"What did you tell the policeman?" The Counterpart says, "I told him 30. And that is what I will tell the judge if the case goes to court." George says, "But that is not right."

Scenario Four:

Volunteer Dana is invited by the head of the local NGO she works with to attend an important meeting at 10 a.m. on Thursday. Dana rides her bicycle five kilometers to the meeting, arrives on time, but no one is there. She cannot find anyone, so she waits an hour and then leaves. Later in the afternoon, when she would like to spend some time by herself, she arrives home and finds the head of the NGO and two villagers awaiting her. They were on their way home from the meeting, which actually started at 1 p.m., and decided to stop by for a visit. "Sorry," they say. The next time she meets her Counterpart, she complains about all the time she wasted the previous Thursday. He says, "Yes, I heard you missed the meeting. That's life. What can you do?"

Trainers' Guide for Processing Counterpart Workshop Scenarios

Scenario One:

Most American Volunteers are trained in education systems that value discussion and debate. Volunteer Brian might be perceived as challenging his Counterpart's authority in this scenario, but the scenario is meant to illustrate the questioning nature of Americans' learning styles, their need to understand the underlying bases for a situation, and the importance given to thinking critically. It is true, too, that young Americans are raised to question authority.

KEY CONCEPTS: egalitarian versus hierarchical; learning styles.

It is important that the discussion not center upon what proportion of Volunteer Brian's time should be spent in the classroom or with farmers. Rather, the focus should be on how different American and Tanzanian learning styles are and whether this cultural difference might lead to conflict.

Scenario Two:

The issue in this scenario is how much of "herself" a Peace Corps Volunteer can retain, as she makes her cultural adjustment to living in a Tanzanian community. Gloria's self-definition includes being in good physical condition, a condition she has maintained in the United States by engaging in such self-indulgent leisure activities as running and engaging in sports. (If a Tanzanian villager is in good physical condition, it is probably because she works hard and walks great distances!) At the same time, Gloria is self-conscious enough (or finds herself to be "consciously competent" enough) to ask what villagers will think of her running and her attire. She would, most likely, not want to be thought of as a tourist, the type of person whom Tanzanians often see dressed in clothing more appropriate to an American college campus or resort. There have been times in Tanzania's history when foreigners have been confronted for dressing inappropriately, and tourists are routinely warned in Muslim areas that they need to dress modestly.

KEY CONCEPTS: concept of self: individualism versus collectivism: stages of adjustment: levels of cultural awareness.

The point was made during discussion that Gloria's behavior might be thought of as strange initially, but if she waited to begin running until after she had established herself in the community, then she would be known for more than her running or attire. Even for women Volunteers who do not run, attire (and behavior) will be an issue if they ride bicycles. Many women Peace Corps Volunteers express pride in the extent to which they might be role models to young Tanzanian women: well educated, serving in positions of responsibility, individualistic, not subservient, and yes, active.

Scenario Three:

This scenario is adapted from a critical incident called "An Accident," which appears in ***Culture Matters*** (page 67), in a discussion of "personal versus societal obligations, or the conflict between individual and social ethics." The authors report that when a variation of this scenario was presented to Venezuelans and Americans, 66 percent of Venezuelans surveyed said that they would testify that their friend was driving at the slower speed, while 96 percent of Americans said they would not. The authors assert that the gap illustrates "the difference between being a universalist (many Americans) and a particularist (many Venezuelans). Universalists tend to feel that right is right, regardless of circumstances, while particularists tend to feel you always have to take circumstances (the person in trouble here is your friend) into account" (page 238). The Counterpart workshop scenario was developed to illustrate a presumed similar value conflict.

KEY CONCEPTS: universalism versus particularism; personal versus societal obligations.

This was the only scenario explored at the Counterpart workshop that did *not* reveal significant cultural difference between American Trainees and their Tanzanian Counterparts: both nationalities, in small group discussion, embraced the particularist concept, feeling that at least in the Tanzanian context, no purpose would be served for the case to go to court, no one was badly hurt, and friendship is important.

Those who discussed this incident still felt that the scenario was worth analyzing, because interesting points were raised and it was good to know that at least some Tanzanians and some Americans share some fundamental cultural values where one might expect there to be conflict.

Scenario Four:

Many Americans think of time as being more monochronic than polychronic: one keeps track of time, there is only a limited amount of time, and being late for an appointment is an insult. Dana demonstrated her impatience with polychronic time by returning home, and her Americanness by wanting to be alone; the villagers are probably confused by both behaviors. Her Counterpart's passivity ("That's life. What can you do?") does not make Dana any happier with the situation.

KEY CONCEPTS: monochronic versus polychronic time; activism versus passivism; privacy; "downshifting."

There are many things Dana could have done to salvage the day: she could have gone to the meeting with a friend, maybe the VEO; she could have spent the time visiting people in the village; she could have taken a book with her; she could have "downshifted," that is, adjusted her expectations or reconsidered her priorities. In fact, many participants in the Counterpart workshop were impressed with Americans' fondness for monochronic time, suggesting that they should not be so casual toward time and deadlines.

Alternative Role Plays/Critical Incidents

Peace Corps/Ukraine

Other role plays that can be used in training with Supervisors/Counterparts.

Role Play # 1: Honest Work Is Good Work

The American:

You, a Volunteer, are concerned about how efficient your colleagues are at the institute; they frequently take advantage of the office telephone and computer for long periods of time to take care of personal problems and play computer games, take long tea breaks, are late or miss classes, or simply sit around and do nothing. You, the Volunteer, know that the rector of your institute is very interested in improving education, getting more accreditation, and improving staff morale, so you feel that it is your responsibility to approach the director and discuss your colleagues' behavior with him.

The Ukrainian:

You have been called to your rector's office to talk about a meeting he has just had with the new American Peace Corps Volunteer. The Volunteer has mentioned that he/she has seen instructors and professors sitting around and wasting time and taking advantage of their positions, and he feels that this is detrimental to the education provided at the institute. When talking with the director, you will mention the following points:

- The Volunteer uses the institute e-mail for personal use.
- The Volunteer makes a lot of personal calls from the institute office (you suppose they are personal because you do not speak English).
- The Volunteer leaves the institute to go shopping, get haircuts, etc.
- The rector has never mentioned any problems with your work.

Role Play # 2: Because I'm the Boss, That's Why!

The American:

Through personal observations and conversations with colleagues of your school you have discovered some ugly truths about the less-than-progressive director of the school. He is generally very friendly toward you and has actually put several of your ideas to work successfully, but you notice that he prefers the old "shouted command" autocracy when dealing with his subordinates. Most of your colleagues do not like the director and they all fear him, which has obvious drawbacks for staff morale. Aside from morale, you see that this type of leadership stifles creativity, initiative, and any attitude of teamwork.

Your task is to address the director with your feelings, but not damage your relationship, and therefore your future, in the organization.

The Ukrainian:

You work for a very difficult director who likes to shout and order people around. A Volunteer in your school has noticed that the director's style is not very healthy in a modern working environment, so he approached the director to talk to him about this. Now the director is very angry and he has called you into his office. You know that the Volunteer is only trying to help, but the Volunteer will be gone in a couple of years; meanwhile, you cannot risk losing your job. When the director asks you questions, respond as follows:

- You do not know what he/she is talking about; everyone respects the director very much.
- You wish these foreigners would not come here asking all kinds of questions and making accusations.
- It seems to you that the Volunteer is trying to make trouble, or perhaps does not understand how things are done in Ukraine.

Role Play # 3: It's a Wonderful Life

The American:

You are having difficulty at your site with a few co-workers who refuse to cooperate with you on projects; they do not even want to listen to what you have to say about Western organizations and business education ideas. First, you found that if you used the chain of command (went through the rector) you got some cooperation and people started working, but recently you have come to the conclusion that this is only lip service; your co-workers are only going through the motions, and they spend a great deal of time working on personal projects that have nothing to do with their teaching jobs.

You decide to take this up with the rector, but you suspect that the lack of support may actually be starting from him, then filtering through your colleagues. You must be delicate in your approach, but you want to stress that as much as 50 percent of your co-workers' office time is spent on personal endeavors, which itself is not a problem, but requires that everyone work later hours—and no one wants to do that if it is not necessary.

The Ukrainian:

An American Peace Corps Volunteer has been assigned to work with you and a couple of your co-workers. This person is new to Ukraine and you feel, in spite of his/her education and experience, that this person does not know enough about the way things work in your country to be taken seriously. Your director has called you into his office to discuss your working relationship with this person. When speaking with the director, keep the following in mind:

- The Volunteer complains about you working on personal projects, but often leaves the office during the day to work on what he/she calls "secondary projects," then comes back in the late afternoon and expects you to work late because his project is not ready.
- The Volunteer is only there temporarily; you are concerned with long-range success and development of your institute.
- The Volunteer says he/she knows what Western donor organizations expect, but he has never worked directly with one. You, on the other hand, have been working with them for a year.

Role Play # 4: That Doesn't Translate!

The American:

You have been provided with the services of a very competent translator at your site and your working relationship has started off very well with him/her. As frequently happens in situations where two people spend a lot of time together, an extra-professional attraction has developed. For your own reasons, you decided that it would be best to not pursue a dating type of relationship with this person, and you have delicately let him/her know your feelings.

The translator seemed to have taken the news well when you delivered it, but very quickly his/her tone became cold, then unprofessional. Suddenly, this person speaks no English to you, documents seem never to get translated, and he/she is late or does not show up to appointments where you need an interpreter. You have spoken with this person several times about the problem, but he/she insists that there is no problem, and nothing changes. You now have to explain to your Counterpart why a recent report was not completed on time, and the reason is that you did not get any cooperation from your interpreter.

By the way, the interpreter is your Counterpart's son/daughter!

The Ukrainian:

The Volunteer assigned to your office has failed to get several reports completed on time and you are going to meet with him/her to discuss this. His/her interpreter happens to be your child. He/she may tell you that the interpreter has made social advances, which were declined, ultimately resulting in problems in their relationship. The issue of a sexual or social advance is unimportant to you because you trust your child; however, the following issues are very important to you:

- The Volunteer may be dumping responsibility for his/her work on the interpreter.
- The Volunteer's language skills are not what they should be.
- Does the Volunteer think that there is something so terribly wrong with your child that he/she cannot date her/him?

Culture and the Ideal Teacher

Peace Corps/Ethiopia

Rationale

This session explores the cultural differences related to education and schools. It allows both Trainees and Supervisors to understand the gap that may exist between their educational ideals.

Time

1 hour and 30 minutes

Objectives

Participants will be able to:

- ✓ Draw a picture representing their ideal teacher and ideal classroom.
- ✓ Make observations about their drawings, deducing basic cultural and value-based differences between Ethiopian and American classrooms.
- ✓ Briefly review the potential results of such differences.
- ✓ Share personal experiences in which they came into conflict with a Volunteer because of different educational ideals.
- ✓ Discuss strategies for minimizing conflict between directors and Volunteers.

Materials

Flip chart paper, markers

Procedure

1. Divide participants into small groups according to nationality. Each group should be composed of Trainees and Supervisors. Distribute a piece of flip chart paper and crayons to each group. Ask participants to draw a picture of their ideal teacher and/or ideal classroom. Encourage participants to be imaginative, including anything that they think represents the ideal teacher/classroom. Allow approximately 15 minutes for this.
2. At the end of the given time, ask each group to hang their drawing on the wall. Divide and label the wall: one for the Ethiopian Supervisors' drawings and one for the American Trainees' drawings.
3. Invite all participants to come to the front of the class and look at the artistic exhibition of the ideal teacher/classroom. Allow enough time so that everyone can look at and analyze all drawings.
4. Discuss the following questions:
   - Are there any differences between the Ethiopian and American drawings? What are they?

- How did the Ethiopians represent the classroom/teacher/students? The Americans?
- What objects are present in one group that are not as prevalent in the other?
- Why do these differences exist?
- What are these differences based on?

5. Using the answers provided by participants to the above questions, explain that our ideals—everything we believe to be the best—are based on our culture. In Ethiopia, there may be a strong value placed on a teacher-centered classroom, while in the U.S. more value may be placed on a student-centered classroom. One is not necessarily better than the other; they are just different.
6. Briefly review the session on direct/indirect communication, asking participants what could potentially happen when two different cultural values come into contact. [Conflict] Ask why this conflict occurs. [People believe that their value is best.]
7. Ask Supervisors to share any value-based experiences of conflict that occurred in their schools with Peace Corps teachers. In addition, ask any participating Volunteers to share conflicts that they experienced because of this difference in ideals.
8. Conclude by stating that it is not possible for Ethiopians to become Americans and vice versa. It is not realistic to expect Volunteers to transform their classrooms into their ideal. Similarly, Supervisors should not expect Volunteers to teach exactly like their Ethiopian colleagues. Peace Corps Volunteers have something different to offer their students, and they need to do this within the context of an Ethiopian school. The challenge is for Peace Corps Volunteers and Supervisors to work together to create a shared ideal, a fusion or hybrid of both American and Ethiopian ideals.

Peace Corps Regulations and Policies: Chain of Command in Organizations

Peace Corps/Romania

Objectives

By the end of the session, participants will be able to identify the appropriate person in the administrative structure to whom to address a typical everyday question or challenge.

Procedure

A. Motivation [*5 minutes*]

1. Divide into two groups.
2. Give Trainees an agency organizational chart, and give host country nationals and Supervisors an organizational chart of the Peace Corps.
3. Ask each group to identify the primary responsibilities of each position.

B. Information [*30 minutes*]

1. Present a chart of the school's administrative structure and responsibilities.
2. Present a chart of the Peace Corps' administrative structure and responsibilities.

C. Practice [*45 minutes*]

1. Give a list of everyday challenges to the Trainees and Counterparts and have them decide whom to address to solve them.

   Host country national situations:

   a. One of your students shows up three times a semester. To whom do you speak?

   b. The Peace Corps needs you to come to the In-Service Training conference. Whom do you tell about it?

   c. Your schedule is constantly changing. To whom do you go to talk about it?

   d. Your colleague is sick. Her students have to go to your group, but you designed a plan and you have cards only for your students. What will you do?

   e. You have an idea to organize the citywide sports trials. To whom will you go with the idea?

   Peace Corps situations:

   a. Your Volunteer has a medical emergency.

   b. You would like to request another Volunteer for next year.

c. You need to be reimbursed for your expenses for coming to the Supervisor/Counterpart workshop.

d. Your Volunteer sometimes does not show up for work.

e. Your Volunteer was unfortunately robbed.

D. Application [*15 minutes*]

1. Counterparts and Trainees work in pairs to discuss the structure of their own organization and identify names of people in different positions.

2. Participants will be better equipped to deal with certain situations after the session.

Evaluation

Monitor the types of questions you get from Volunteers regarding this issue.

Action Planning: Identifying Key Dates and Expectations

Peace Corps/Eritrea

Note: This example is school based, and can be modified for other agency work.

Rationale

Trainees will get information from their Supervisors in the workshop about the [academic] calendar they are going to use for the next year in their [schools] agencies.

Time

2 hours

Objectives

By the end of the session, participants will be able to:

- ✓ List their school's academic calendar events.
- ✓ Identify the main parts of the calendar.
- ✓ Compare it with a different area's calendar and know why the difference happens.

Materials

Copies of Eritrean school year calendar

Flip chart with questions

Markers

Preparation

Photocopy handouts and prepare flip charts with questions written on them.

Procedure

A. Introduction

1. Ask questions about the importance of the academic calendar. Note ideas on flip chart.
2. Ask what things are in the academic calendar. Note ideas on flip chart.

B. Presentation

Show the questions on the flip chart:

1. How many teaching days are there per week?
2. When is registration? Who should be involved during this time?
3. When do classes start?
4. When is the midsemester exam? What is the system during this time?
5. When is the first semester exam?

a. Is there a semester break? For how long?

b. What do teachers do?

6. How many teaching days and how many holidays are there during the first semester?

7. When do the second semester classes start?

8. When is the midterm exam for the second semester? What is the system here?

9. When is the final exam? What happens during this time?

10. When is closing of school? What happens during this time? Who is involved in this time?

11. During the second semester, how many holidays/teaching days are there?

C. Practice

1. Break into groups, discuss the questions with your director, and make an academic calendar together.

2. Process it: What does it look like?

3. Then give Trainees some time to ask their directors questions about their calendar.

D. Application

Trainees will make decisions about their own plans working with an agency calendar.

Note: For more ideas for Supervisor and Counterpart training, posts are encouraged to network and share their best practices and effective session designs.

Notes

A Supervisor/Counterpart Model Handbook

A "How To" Workbook

Peace Corps
2002

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A Supervisor/Counterpart Model Handbook

A "How To" Workbook

Peace Corps
2002

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Acknowledgments

The Peace Corps has worked with host country nationals since its inception. In order to build local capacity, it is necessary for our partners to be brought into all aspects of Peace Corps work. The training materials in ***Working With Supervisors and Counterparts*** support the capacity-building framework by placing an emphasis on the value and opportunities of host national participation and by giving tips and tools for training design and handbook development.

The Peace Corps would like to acknowledge the contribution made to these materials by people in the field who shared their many post resources for working with community partners.

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Introduction

Many posts are increasing Counterpart and Supervisor participation in all aspects of their projects. This participation greatly increases the richness and sustainability of the project. Posts often hold Supervisor/Counterpart conferences to prepare Supervisors and Counterparts for their work with Volunteers and use Supervisor/Counterpart handbooks as a supplemental guide and reference. Supervisor/Counterpart handbooks generally include the following information:

- Policies and regulations
- Project purpose, goals, and objectives
- Roles and expectations
- Emergency procedures
- Other management or procedural topics

About This Workbook

This workbook will help you develop or refine a handbook to use at your post. Handbooks contain general information about the Peace Corps' history, culture, and rules. They also provide specific insights into each project.

This workbook has two components:

1. **The copy** you are currently reading, and
2. **A CD-ROM** that you can use to create your own workbook.

This copy contains this introductory section and a sample handbook created from actual handbooks from various Peace Corps posts. You can review the handbook and adapt it to your own needs. Use the CD-ROM included in the materials to create your own handbook.

Much of the material in the handbook is the same worldwide: specifically, the history and goals of the Peace Corps, and rules, regulations, and policies. You can use that material exactly as it is in the electronic handbook file. Other things differ by post, such as individual projects. The electronic file provides blank areas in which to add your own content about things that are unique to your post and projects. Each section contains guiding questions to help you think about and write your own content.

If you already have a handbook you should consider revising it:

- ✓ when a project plan is revised.
- ✓ when a new project is started, and

- ✓ prior to annual Supervisor/Counterpart workshops.

Additional Resources

To maximize your efforts on developing or revising a handbook, you should seek participation of the country director, the administrative officer, the medical officer, the programming and training officer, and cross-cultural trainer, and others to make sure that the necessary information is included and that the information is accurate. You could also review the following documents:

- Any previous Supervisor/Counterpart handbook(s) at your post
- Current project plans
- Country and community agreements
- Staff contact information
- Information on emergency procedures

A handbook is a ***living document*** that evolves over time, reflecting changes in the projects and the country program. As outlined in the first section of the manual *Working With Supervisors and Counterparts*, there are many opportunities for participation by community partners and Volunteers.

Content Areas

This workbook addresses nine content areas that are usually included in a Supervisor/Counterpart handbook in the field:

1. Welcome and introduction
2. Basic information about the Peace Corps
3. Program, project, and country-specific information
4. Description of two-year Volunteer cycle
5. Cultural differences and cross-cultural communication
6. Roles and responsibilities of Supervisors, Counterparts, Volunteers, and Peace Corps staff
7. Peace Corps regulations and policies
8. Frequently asked questions
9. Emergency procedures and contact information

Workbook Design

The workbook that you are now reading is a sample for the creation of your own post's handbook. We include some standard headings and content that you also will find on disk and suggest where and how you can best customize the handbook for your post. The following formats are used to help you develop your customized handbook.

Suggested topics or subheads designated are by a sans-serif font in italics. *(Like this)*

- Topics that are the same for all Peace Corps posts around the world contain suggested text.
- Topics that change by post contain the subheading, guiding questions, and examples from other posts. (The examples from other posts, in shaded boxes, are not included on the disk that you will use to create your handbook.)

Information that is provided to give you guidance is in italics and a shaded box that looks like this:

> ***The first section of the handbook welcomes Supervisors and Counterparts and provides an introduction to the handbook.***
>
> **(This information is not included on the disk you will use to make your own handbook.)**

When there is a place in the text for you to insert your country's name you will see [country].

The text alignment and page breaks may change when you add your own content. Once your content is inserted electronically, you will need to adjust page breaks. As space allows, insert appropriate graphics and/or photographs available to you.

When you have completed your handbook, or whenever you make changes, be sure to adjust the table of contents to correspond.

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Supervisor/Counterpart Handbook

Peace Corps [country]

Date

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Welcome!

The first section of the handbook welcomes Supervisors and Counterparts and provides an introduction to the handbook. It should explain the importance of the Supervisors' and Counterparts' roles in the post's program. This introductory part can also give information about programming initiatives such as AIDS education, girls' education, or women in development.

- ***How do you want to welcome the Supervisors and Counterparts?***
- ***What are the cross-sectoral programming initiatives of the Peace Corps country program?***

Welcome!

Greetings and Welcome to the Peace Corps!

Thank you for working with our Peace Corps Volunteers. The focus of the Peace Corps' work is on the development of people, not things—helping people develop the capacity to improve their lives. As a Volunteer's Supervisor or Counterpart you will help to ensure that capacity building happens in your community. The Volunteers will also learn from you about the communities in which they live and work. The Volunteers need your help to be successful as they work with people and institutions in the community. You can be their partner during the project.

The Peace Corps begins the process of development by designing a country program at each post. The process involves people in the host country who will become partners in the development work. Those people help the Peace Corps understand the country's needs from the community all the way to the national level. One rule in the Peace Corps is that the Peace Corps cannot work alone. Work must be done with the participation of host country nationals such as Supervisors and Counterparts. Everyone benefits when people plan together, work together, solve problems together, and learn together. The participation, support, and direction that Supervisors and Counterparts give to Peace Corps Volunteers are very important.

This handbook will help you learn more about the Peace Corps and the policies and regulations related to the Volunteer's assignment. It will also help you and the Volunteer establish a relationship built on understanding and trust. Use this handbook to understand roles and responsibilities, learn about cross-cultural communication issues, improve your communication skills, and begin your work together in your community.

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About the Peace Corps

The purpose of this section is to explain two things:

1. ***What the Peace Corps is, who started it, when it was started and why.***
2. ***Who the Volunteers are, where they are working, and how they are prepared for their work.***

About the Peace Corps

Who We Are

The Peace Corps is an independent agency of the United States government. President John F. Kennedy started the Peace Corps in 1961. Its mission is to promote international peace and friendship through the service abroad of American Volunteers. More than 165,000 Americans have served in the Peace Corps in 135 countries. Volunteers try to help communities to improve their quality of life. They try to create new opportunities for people. Volunteers learn to speak the local languages. While living and working with people in communities, Volunteers share American culture and values. They help people learn about Americans of various ages, races, and ethnic and religious backgrounds. When Volunteers return to the United States they also help Americans learn more about the world by talking about the cultures, customs, languages, and traditions of other people.

The three goals of the Peace Corps are:

1. To help the people of interested countries in meeting their need for trained men and women,

2. To help promote a better understanding of Americans on the part of the peoples served, and

3. To help promote a better understanding of other peoples on the part of Americans.

Who Are the Volunteers?

Since 1961 the Peace Corps has shared America's most precious resource—its people. Peace Corps Volunteers have worked with countless individuals who want to build a better life for themselves, their children, and their communities. Americans must be willing to give two years of their lives to living and working in a developing country in order to join the Peace Corps. Today, there are about 7,500 Peace Corps Volunteers serving in more than 75 countries worldwide. More than 61 percent of the Volunteers are women. The average age of Volunteers is 28 years, and 7 percent of Volunteers are over the age of 50. Some 70- and 80-year-olds even join the Peace

Corps! Most Volunteers are single, although a few are married. Volunteers come from every state as well as the U.S. territories. Reflecting the rich cultural diversity of the United States, Volunteers show other countries that Americans come from many different racial, ethnic, religious, and cultural backgrounds.

To be successful, Volunteers have to adapt to different cultures, be patient, and have strong motivation. Some Volunteers live in cities, others in rural areas and isolated communities. In training, Volunteers learn to speak the local language and begin to adapt to the cultures and customs of the people they serve. Volunteers also receive training in advanced technical skills that will make their work better. Volunteers work with teachers, parents, nongovernmental organizations (NGOs), ministries, health clinics, community organizations, and other agencies that serve people.

The Peace Corps has become a model of success for efforts to promote sustainable development at the community level. The Peace Corps, however, is much more than a development agency. Volunteers represent some of America's most enduring values: hope, peace, optimism, freedom, and opportunity. Volunteers are not asked to impose their values on other people or cultures but to build the bridges of friendship and understanding that are the foundation of peace among nations.

How Do Americans Become Volunteers?

Every year, almost 150,000 Americans ask for information about the Peace Corps. About 9,000 persons decide they want to become Volunteers and complete an application. Applicants must have an interview with a Peace Corps officer. They must send three letters of recommendation. They also have to pass an extensive medical and dental examination. Finally, the Peace Corps checks to be sure they do not have legal problems. In the end, 3,500 people are selected.

When an applicant has been cleared for legal, medical, skill, and personal requirements, the placement officer matches the applicant to a country and specific project. The Volunteer receives a Volunteer Assignment Description (VAD), which describes the job and country-specific information. This information helps the applicant decide whether to accept the invitation.

Why Do Americans Join the Peace Corps?

There are many benefits for Americans who join the Peace Corps. Volunteers learn new skills for their careers and gain experience in international development. They live in and learn about another part of the world. Most Americans join the Peace Corps because they care about people and want to help others. Most Volunteers say they want to make a difference in the world.

Career Benefits

Many U.S. employers value international living experience, knowledge of other cultures, and foreign language skills. When Volunteers finish their two-year experience, they have gained skills that will help their careers.

Educational Benefits

Volunteers can get university credit toward a master's degree, as well as scholarships and assistantships at many U.S. universities.

Financial Benefits

Volunteers get a monthly living allowance so they can live like co-workers in their host country community. Volunteers also receive medical and dental care, transportation to and from the host country, and 24 vacation days per year.

Personal Benefits

Volunteers form lasting friendships with people from different parts of the world. With the help of the host community, their Supervisor, and Counterparts, they become comfortable in their host country's culture. They learn many new things about the world that will be important for the rest of their lives. Volunteers often say that they learn and gain more from the experience than they give.

What Do Volunteers Do?

Peace Corps Volunteers work in different activities within the "sectors" of education, business, environment, health and water sanitation, youth development, and agriculture. Volunteers have an assignment in one of these sectors. They also have responsibilities outside of their job. They are expected to work on development projects with their communities. For example, English teachers might also have environmental or health information in their lessons. Teachers might also take these lessons and activities to groups outside the school. An agricultural Volunteer could do his primary job and also teach small business skills to farmers or help people make a craft from agricultural products.

Many Volunteers also coach sports teams, advise student clubs, develop job-related resource materials, teach computer skills, work with community women and youth groups, and much more.

Volunteers work on projects developed by the country and the Peace Corps, which have clear goals and objectives that guide what Volunteers do in their assignments. The goals and objectives provide a standard to measure progress of the project. As mentioned, many Volunteers also work with their communities on local development projects.

Peace Corps Programming Criteria

A strong project:

- ✓ increases local capacity,
- ✓ strives to address expressed needs of those who have limited access to resources and opportunities,
- ✓ seeks sustainable results that complement other development efforts,
- ✓ has local participants as partners in developing, implementing, and assessing the project,
- ✓ considers gender relationships and promotes women's participation to increase their status and opportunities,
- ✓ places Volunteers at the local level where needs occur,
- ✓ does not displace qualified and available local workers with Volunteers,
- ✓ uses the types and numbers of Volunteers that are consistent with available applicants,
- ✓ has local Peace Corps staff and resources to train and support Volunteers to complete their assignments successfully, and
- ✓ has host agencies and communities as partners who can support the project and the Volunteers.

The primary focus of the Peace Corps is on capacity building and sustainable development—helping people develop the capacity to improve their own lives. Peace Corps Volunteers try to build local capacity at one or more of the following four levels:

1. **Individual members** of the community or the project participants (students, farmers in a cooperative, clients of an NGO, and so on)
2. **Professionals and service providers** (teachers, leaders of an NGO, managers, and so on)
3. **Organizations** (schools, NGOs, farmers' cooperatives, and so on)
4. **Communities** served by the project in which the Volunteer is working (parent-teacher associations, Earth Day campaigns, Bring Your Daughters to Work, summer camps, and so on)

The relationship between a host country government and the Peace Corps is guided by the Country Agreement and the Memorandum of Understanding (MOU). These agreements outline the processes, requirements, and allowances under which the host country government recognizes the Peace Corps' operation in the host country. The agreements also set out the responsibilities

that the Peace Corps and host agencies have for supporting Volunteers and the projects to which they are assigned.

Peace Corps Training

Training is an essential part of Peace Corps service. Training gives Volunteers the technical, language, cross-cultural, and personal support skills needed for their life and work. Training also starts the process of questioning, learning, and discovery that continues throughout the Volunteers' service. Training programs are carefully designed to get Volunteers ready to perform their jobs as well as possible.

In Pre-Service Training, Trainees learn:

- ✓ to begin to use the local language
- ✓ to strengthen and adapt their technical skills for their assignment
- ✓ to make the transition necessary to live and work effectively in a local community
- ✓ to understand, adjust to, and appreciate the culture and cultural differences that exist between the Volunteer and the host community
- ✓ to understand the goals and organization of their assigned agency and their roles/tasks within their assignment
- ✓ to respect and follow professional rules and guidelines of their agency
- ✓ to begin their work with their Supervisor and Counterpart(s)

Volunteers are offered other Peace Corps training throughout the course of their two-year assignment. Volunteers often attend these trainings with their Counterparts.

Peace Corps Acronyms

People who have worked for the Peace Corps for a long time often sound as though they are speaking another language because they use so many acronyms. People new to Peace Corps are sometimes overwhelmed and do not understand what is being said. Here is a partial list of Peace Corps acronyms.

AO	administrative officer
APCD	associate Peace Corps director
APCMO	area Peace Corps medical officer
CD	country director
COS	Close of Service
ET	early termination
GAD	Gender and Development
HCA	host country agency
HCN	host country national
ICE	Information Collection and Exchange
IRC	In-country Resource Center
IST	In-Service Training
NGO	nongovernmental organization
PC/W	Peace Corps/Washington
PCT	Peace Corps Trainee
PCV	Peace Corps Volunteer
PSR	Project Status Report
PST	Pre-Service Training
PTO	programming and training officer
PVO	private volunteer organization

QTRS	Quarterly Trainee Request System
SBD	small business development
SED	small enterprise development
SPA	Small Project Assistance
SRPTC	sub-regional programming and training coordinator (Africa/Pacific)
TSR	Training Status Report
VAD	Volunteer Assignment Description
WID	Women in Development

The Peace Corps in [country]

This section describes the history of the Peace Corps' work in your country. Supervisors and Counterparts may not be familiar with it. This section allows you to give an overview of how the Peace Corps has been involved with development projects. If the Peace Corps has been active in the country for many years, then you may want to describe how the program has evolved over the years. If your post is relatively new, you may want to describe how the program started.

Guiding Questions:

- ***How long has the Peace Corps been in the country?***
- ***What are the programming goals?***
- ***How many Volunteers have served and are currently serving in the country?***
- ***In what regions of the country are the Volunteers working?***
- ***Are there regional variations in the Peace Corps Projects? If yes, describe.***
- ***Have there been significant changes in Peace Corps projects over time? If yes, what are they?***
- ***What are future goals of the country program?***

Consult with your country director and other staff when working on this section!

The Peace Corps in [country]

About Peace Corps/[country]

Example from Mozambique

The government of Mozambique invited the Peace Corps to work in Mozambique in the field of education. The first group of 24 Volunteers arrived in October 1998, and began working in schools in February 1999. These Volunteers worked in the Maputo, Gaza, Inhambane, and Sofala provinces teaching English in high schools. The second and third groups of Volunteers included biology and English teachers. Volunteers continue to work in the central regions of the country.

The goals that guide the work of the Volunteers in this education project are to:

- ***Provide quality instruction in English.***
- ***Collaborate and support the Mozambican professors in their professional development to help improve their qualifications, creativity, and effectiveness.***

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- *Support the development of pedagogical materials at the local level to supplement and enhance the curriculum and textbooks of English instruction.*
- *Provide linkages between the schools and the communities around the schools in the areas of public health and environmental education through the inclusion of youth, women, and out-of-school youth in activities.*

Consistent with the establishment of Peace Corps in Mozambique, the Volunteers will be placed progressively throughout all areas of the country. Peace Corps/Mozambique hopes to work in the future in other sectors such as environmental education and health.

Example from Tonga

The Peace Corps was invited to Tonga by the government in 1967. The first group of 55 Volunteer teachers arrived in October of that year. Until 1982 about 100 Volunteers served at any given time. Most Volunteers served as classroom teachers in primary and middle schools in outer islands and in primary and secondary schools in the capitals of the three island groups. More than half of the Volunteers were placed on Tongatapu, where most of the schools and government offices are located. Large numbers of Volunteers were also assigned to work in areas of agriculture, cooperatives, and health services.

In 1982, the Peace Corps reduced the number of Volunteers to an average of 35 per year, allowing Peace Corps staff and Tongan government officials to assess the Peace Corps' role in terms of current Tongan development priorities. They decided to place more Volunteers in rural areas or outer islands, since the high concentration of Volunteers in and around the capital limited the attainment of the Peace Corps' second goal.

Between 1982 and 1988, groups of Volunteers worked primarily as secondary education teachers in the areas of science, math, accounting, and industrial arts. The 1982 program shift resulted in a more focused and productive Volunteer workforce and extremely low "early termination" rates. Because of further programming initiatives, the Volunteer population has increased to an average of 50 Volunteers in the 1990s.

Beginning in 1996, the initiative is again to move Volunteers away from the capital as much as possible. There is a focus on more youth development and business advising in the outer islands. As always, secondary school teachers will continue working with students and teachers in science, English, math, and computers.

Historically, over 1,000 Volunteers have worked in more than 30 areas of development sponsored by the Tongan government, private nonprofit organizations, and individual community projects. The Peace Corps has primarily served in the sectors of education, agriculture and fisheries, health, cooperatives, and public works.

Peace Corps Projects in [country]

This section describes the current Peace Corps projects. It will allow Supervisors/Counterparts to review the different projects, and give them some core language with which to describe the key features of each project. In addition, given that many posts are clustering Volunteers to work cross-sectorally, describing all of the projects can help increase your audience's awareness for potential cross-sectoral collaboration.

Provide detailed information about each project. If the country program only has one project, then you may prefer to put it in the previous section. However, if there are several projects, you may prefer to put them in a separate section as illustrated in the examples below.

Guiding Questions:

- ***How many projects are there?***
- ***How old are the projects?***
- ***What is the purpose of each project?***
- ***What are the goals and objectives of each project?***
- ***What are the Volunteers' tasks in each project?***
- ***How do these tasks fit into their work assignment and community project needs?***
- ***How do Volunteers collaborate with their Counterparts in each project?***
- ***What makes these projects sustainable?***
- ***What is the impact of the project?***

Work with your country director and fellow program managers on this section!

Peace Corps Projects in [country]

Peace Corps Projects in [country]

Example from Romania

Teaching English as a Foreign Language (TEFL)

Peace Corps Volunteers teach English in secondary schools throughout Romania using communicative methods that are designed to increase students' knowledge and skill in the English language. Methods used emphasize the development of listening and speaking skills as well as critical thinking skills that can be applied to other disciplines.

Continued

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The TEFL program has been developed in accordance with the Ministry of Education and supports the English Language Curriculum Program.

Social Work/NGO Development

Volunteers in this sector work with local NGOs dedicated to children, youth, and family support activities. Attention is given to improving the services provided by these organizations, as well as the development of the organization's management, fundraising capabilities, and programming expertise. Another aspect of this sector is the assignment of Volunteers to social work faculties, where they assist in developing a balanced curriculum that combines theory and practice in order to prepare Romanian social work graduates for the challenges in their field.

Small Business Development (SBD)

SBD Volunteers work toward increasing the capacity of potential and existing entrepreneurs to identify and develop ways of improving and developing their businesses within the specifics of Romania's transition economy. The program focuses on small private businesses outside Bucharest that traditionally have less access to technical assistance and information. This is accomplished by two different activities:

1. Small business consulting and training in conjunction with local organizations such as municipalities, chambers of commerce, cooperatives, and foundations

2. Business education in free-market economy concepts in conjunction with secondary schools, universities, and other institutions

Note: The above is a field handbook example. It would be a good idea to include the purpose, and the goals and objectives (and some Volunteer tasks) of the project(s) as well. See the guiding questions in italics above for more ideas on project information for your handbook.

Volunteer Two-Year Cycle

Explain to the Counterparts and Supervisors major events and activities that usually happen within the two years of Volunteer service. This helps the Supervisors and Counterparts to anticipate when the major trainings are, when American special holidays are, when a Volunteer might need to be absent from his/her site or when there might be a need for participation in events by Volunteer Supervisors and Counterparts.

Guiding Questions:

- ***What are the major training events and when are they held?***
- ***What other dates are necessary for the Supervisor and Counterpart to know about? (Special events, site visits, etc.)***

You can use the chart below as a sample, inserting dates from your Volunteers' two-year cycle.

Volunteer Two-Year Cycle

Month (you can use specific dates)	**Event** (you may want to include local holidays, American holidays, and other specific events here)
1	Trainees arrive
1 - 3	Pre-Service Training (PST) that includes technical, language, cross-cultural, personal health and safety subjects; Trainees visit their future site of assignment; Supervisor and Counterpart workshop; host family day, etc.
3	Swearing-in ceremony; Volunteers begin work at their sites
3 - 6	In-Service Training (IST) for Volunteers and Counterparts; Project Design and Management (PDM) workshop for Volunteers and Counterparts; special events such as Thanksgiving, Christmas, etc.
12 - 14	Midservice training; annual medical exam
24	Close of service (COS) conference; final medical exam
27	Volunteers depart

Cultural Differences

This section identifies crossing cultures as one of the most important issues affecting the success of a Volunteer and the building of a relationship with Counterparts and Supervisors. At times, a Supervisor or Counterpart will not realize the adjustment a Volunteer goes through as he/she learns how to work and live in a different cultural setting. Supervisors and Counterparts may not realize that they too will need to adjust their cultural expectations as they learn to work with Volunteers from a totally different culture. It is beneficial to include a section in your handbook that highlights the importance of recognizing cultural differences, cultural adjustment, and cultural communication skills. It is also important to include cross-cultural activities in all your Supervisor and Counterpart trainings.

Guiding Questions:

- ***Are your Supervisors and Counterparts aware of the cultural adjustment cycle most Volunteers go through?***
- ***What information about American cultural norms do you want to share with your Supervisors and Counterparts?***
- ***How do the American norms and your norms differ, especially in the workplace?***
- ***Are there challenges in your country that continue to come up between Supervisors/Counterparts and Volunteers that may be cross-culturally based?***

Below is an example of text you may wish to use or revise for your handbook.

Cultural Differences

Cross-Cultural Adjustment and the Volunteer

Peace Corps Volunteers go through different stages as they adjust to their host country, the host culture, and their job. Adjustment stages can affect the performance and satisfaction of Volunteers. As Volunteers adjust, they learn more about the culture and their feelings and ideas about the culture change. Most Volunteers experience the stages of adjustment described below. However, each Volunteer's experience will be unique.

Cultural Adjustment Stages:

1. **Initial enthusiasm (the honeymoon):** During training, Volunteers usually feel very excited and enthusiastic, but they still don't know very much about the host culture.

2. **Initial country and culture shock:** Volunteers can begin to feel homesick and frustrated. They don't speak the language very well and they are beginning to have more contact and experience with the new culture.

3. **Initial adjustment:** The Volunteer is still in training and learning to become more self-reliant. Some cultural aspects now seem normal to the Trainee.

4. **Further culture shock:** This is the time Supervisors and Counterparts begin to work with Volunteers. Volunteers are now "on their own" and totally immersed in a new culture. From time to time they can feel homesick, lonely, insecure about using the country's language, and frustrated with working in a culture that is very different from their own.

5. **Ongoing adjustment:** Volunteers now have new friends and use the language better. They are more settled into their home and work environment. Sometimes, however, cultural challenges can happen throughout Volunteer service, especially in the workplace.

During their two years of service Volunteers will have many ups and downs. Volunteers will try to have balance in the three main areas of their lives: their living situation, their social/relationship life, and their working life. It can be helpful for Supervisors and Counterparts to understand that Volunteers are working on all three areas of their lives. Cultural conditions affect these areas greatly. Below are some cultural differences that Supervisors, Counterparts, and Volunteers often find as they live and work together.

Differences in:

- how cultures view the concept of time
- the type and amount of physical contact between people
- communication styles, either direct or indirect
- expectations for relationships with other people
- expectations for privacy at home or work
- basic needs for living conditions
- how men and women are viewed in the society
- what is considered appropriate clothing
- what is considered harassment
- attitudes toward age and skills
- perception of what is considered feedback
- local views of what an "American" is

As Volunteers, Supervisors, and Counterparts work and live together, they will find cross-cultural challenges and opportunities. Everyone can learn new things and gain new skills by working on the challenges—discovering new beliefs, ideas, and ways of doing things.

Roles and Responsibilities

The purpose of this section is to review the roles and responsibilities of everyone involved with the project. Often, Counterparts and Supervisors are working with the Peace Corps for the first time. They may not be familiar with what is expected of them and what to expect from the Volunteers and the Peace Corps. Use this section to clarify the roles and responsibilities of the Peace Corps, the Volunteer, the Supervisor and Counterpart, and the hosting agency.

The roles and responsibilities associated with Supervisors and Counterparts may vary significantly between posts and between different projects. So, the examples here are just that, examples. Review the official project documents and country agreement, and review this section carefully with your country director and programming and training team to ensure that it accurately reflects the post's interpretation of the roles and responsibilities.

Because the issue of roles and responsibilities is so important to the success of the project and the Volunteer's service, consider holding a special session during Supervisor/Counterpart workshops to address it.

Anticipate areas that may need further clarification. For example, in some projects a Counterpart may also be a Supervisor, lending another layer of roles for that person. The Supervisor's role needs to address how the Volunteer is not just another paid local worker. They are Volunteers, and may need to be supervised differently from other employees. At the same time, the Volunteers are subject to the same policies and working conditions as their colleagues and should not be exempted from following the rules that everyone else has to follow.

Guiding Questions

- *What provisions were made in the country agreement as host agency contributions to the project? Training site? Textbooks? Living accommodations?*
- *According to the country agreement, what type of support do you need and expect from the host agency? Will it provide a venue for regional seminars? Permit professionals a leave of absence to attend a local Volunteer-sponsored seminar? Other?*
- *What are the travel reimbursement expectations for Volunteers traveling on official business for the host agency?*
- *Whose responsibility is it to identify and assign a Supervisor to work with the Volunteer? A Counterpart?*
- *Who will orient the Volunteer upon arrival at the site?*
- *How will the Volunteer receive feedback on work performed?*

You can adapt the following information taken from field examples for your handbook.

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Roles and Responsibilities for Working With Peace Corps Volunteers

Responsibilities of the Peace Corps

— To provide all financial, medical, and administrative support directly related to a Volunteer's ability to live modestly in a community

— To monitor the activities of the Volunteer through regular visits to the Volunteer and the organization and by maintaining open lines of communication with the Volunteer's Counterpart and Supervisor

— To notify the Volunteer's sponsoring agency of the Peace Corps organized events at which the Volunteer's presence is required, thus necessitating an absence from work

— To visit the Volunteer on-site in order to observe the Volunteer's activities and provide appropriate feedback and support

— To provide prospective Volunteers with language, cross-cultural, personal health and safety, and technical training during the first three months in-country to prepare them for their jobs

Responsibilities of the Host Agency

(This sample is based on a country agreement. It requires modification by each post.)

— Through the *National Office of District Education* and the *Director of Schools*, to support the Volunteer in the areas of developing and administrating the project and providing technical assistance

— To provide each Volunteer with an English textbook and curriculum guide for each level in which they may be teaching, and any other pertinent information regarding the Ministry of Education's educational system

— To assist in identifying venues for local seminars held by Volunteers

— To give permission to local professionals and teachers to participate in activities and seminars organized by the Peace Corps

— Together with the local community, to provide adequate lodging for the Volunteer (based on the Peace Corps' criteria), including paying rent or building a small house. This lodging should be similar to the lodging of the Volunteer's colleagues in the same district

— To identify and assign a Supervisor to work with the Volunteer

— To provide reimbursement for the Volunteer's travel and per diem costs that are for official business on behalf of the host country organization

Roles and Responsibilities of the Volunteer

— To make a commitment to serve the communities to the best of his/her ability for two years

— To use local language and adapt to expected cultural norms

— To collaborate with the Supervisor and Counterpart in planning and implementing activities in accordance with the goals of the project and local community development plans

— To submit regular reports to the host country agency and the program manager

— To abide by Peace Corps regulations and local laws as they pertain to the Volunteer's activities in the host country organization

Roles and Responsibilities of the Volunteer's Supervisor

The Supervisor plays an important role in the success of the project and linking the hosting agency with the Peace Corps. Supervising a Volunteer will be different from supervising a local, paid employee. Volunteers commit themselves to serving for two years in the community job and to the goals of the Peace Corps project and local project, if there is one. Therefore, they have a community development focus as well as a "job." The Supervisor's role is one of supporting integration into the workplace and the community, while at the same time giving appropriate feedback to the Volunteer on his/her job performance and appropriate community involvement.

The Supervisor will:

— become an active partner in the development process with the Peace Corps and the Peace Corps Volunteer

— provide structure, advice, and guidance for the Volunteer's placement

— reinforce the link between the Peace Corps and the Volunteer assignment

— understand Peace Corps policy and procedures

— introduce the Volunteer to his/her community, Counterpart(s), and local authorities

— provide feedback on safety issues

— assist in finding housing, if possible

— provide a job framework and work activities for the Volunteer

— assist the Volunteer in identifying Counterparts

— design a work plan with the Volunteer

— work with the Volunteer on reports

— assist the Volunteer in formalizing leaves

— assess job performance with the Volunteer

— give the Volunteer feedback on working and cultural activities

— work with the Volunteer on meeting personal and professional goals

— partner with the Volunteer in developing community projects

— collaborate with program managers and other program and training staff on project and training needs

— provide support in emergencies

Roles and Responsibilities of the Counterpart

The Counterpart(s), in addition to being a colleague and helping orient the Volunteer in the workplace, also serves as a socio-cultural guide who can help increase the long-term positive impact of the Volunteer's activities by making sure that they are culturally, politically, and economically appropriate and sustainable. Counterparts often "carry on" after a Volunteer has left his/her assignment. They may have one or many of the following roles as they work with Volunteers.

The Counterpart will:

— serve as an active partner in development with the Volunteer

— develop and implement programs and projects with the Volunteer

— contribute to the sustainability of a program or project

— be a cultural guide for the Volunteer in the community

— ensure local needs are recognized and met

— act as a resource for people and things

— provide feedback on safety issues

— exchange technical skills

— share his/her knowledge, skills, and attitudes with others in the community

— continue to *build local capacity* after the Volunteer has left

Regulations and Policies

Some regulations and policies are applied worldwide while others are determined by and for the individual post. Supervisors and Counterparts need to understand the Peace Corps regulations and policies that impact the Volunteer and the Volunteer's work.

What are the policies and regulations that Counterparts and Supervisors need to be informed of? The Peace Corps Policy Manual is an internal document written for Peace Corps staff that contains some information that is not relevant to host country nationals. Generally, Counterparts and Supervisors need to know the information that relates directly to the Volunteer's performance on the job and well-being, such as policies on

- ***Transportation***
- ***Drugs and alcohol***
- ***Personal health and safety***
- ***Volunteer's role being apolitical and nonsecular***
- ***Sexual harassment***

Guiding Questions

- ***What means of transportation are Volunteers permitted to take? If Volunteers have bicycles, are there specific bicycle policies? If Volunteers often travel by boat, are there special considerations and policies for boat travel?***
- ***Are Volunteers permitted to drive? If yes, under what circumstances? Do Volunteers need international drivers' licenses?***
- ***What illegal drugs are available in country?***
- ***How can you cluster the regulations so that they are easier to remember and process?***
- ***Are the policies and regulations described simply and clearly? What aspect of the policy or regulation is most important for host country nationals?***

Regulations and Policies

Peace Corps Regulations and Policies

The Peace Corps must have regulations and policies to organize the Volunteers and their work, and keep them safe. This is a list of the regulations and policies related to the Volunteers' work with Supervisors, Counterparts, and communities. Violation of any of these policies could result in the Peace Corps ending the Volunteer's service and returning him/her to the United States.

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Vehicles and Transportation

The Peace Corps staff can only take passengers in their vehicles who are conducting official service with the Peace Corps. All passengers in Peace Corps vehicles must wear a seat belt.

Volunteers shall not operate vehicles overseas except when they are outside of their site on approved leave, or when their operation of a vehicle is specifically needed in order to do their job and is authorized by their country director.

Volunteers may be passengers in a car, but are forbidden from being passengers on motorcycles.

Motorcycle use is limited only to those cases where use is clearly necessary to accomplish the goals of the particular project to which Volunteers are assigned and with approval of the country director.

Motorcycle operators and passengers must wear approved helmets at all times while operating the vehicle.

When Volunteers are riding bicycles for work or pleasure, they must wear bicycle helmets.

Drugs and Alcohol

If a Volunteer is found to be involved with illegal drugs in a manner not authorized for medical purposes, he/she will return immediately to the United States and his/her mission of service will be terminated.

Volunteers may drink alcohol. However, inappropriate behavior or inability to perform in an assignment resulting from misuse of alcohol may be cause for the Volunteer to be terminated from the Peace Corps.

Firearms

Volunteers are not allowed to possess or use firearms.

Natural Disasters

Each Peace Corps post has developed an Emergency Evacuation Plan that is put into action in case of a natural disaster or any other emergency. Volunteers are required to check in with the Peace Corps office or the Peace Corps duty officer in the event of a disaster to confirm their location and safety.

Living Allowance and Health Care

Volunteers receive a monthly living allowance from the Peace Corps. This allowance is intended to provide for the Volunteer's personal transport, food, clothing, and personal necessities. Job-

related transportation, office supplies, and work-related communications are to be provided by the host organization where the Volunteer is assigned.

The Peace Corps provides 100 percent of the medical care for all Volunteers.

Volunteers may not receive payment for any of their services except for their living stipend given to them by the Peace Corps.

Political Expression, Legal Status, and Official Agreements

Because the Peace Corps wants to keep Americans and host country citizens informed about its accomplishments, it maintains a policy of openness and willingness to respond to inquiries from journalists and to provide information about programs.

Volunteers may discuss their role in the Peace Corps with a media representative; however, they should notify their program managers of such a discussion before it takes place. Volunteers may write articles for publications that are to be cleared with their program managers and are not used for personal financial gain.

Volunteers should not participate in political activities or manifestations. Volunteers may express their opinions on U.S. politics as their own individual opinions, and not as representatives of Peace Corps or the U.S. Government.

Volunteers do not have diplomatic immunity. They are required to work and live according to the local laws.

Volunteers may practice their religions, but are forbidden from proselytizing.

Volunteers may not sign contracts, agreements, certificates or any other official documents on behalf of the Peace Corps. Volunteers are to work in support of the assigned institution or organization and may not make commitments in the name of the Peace Corps in writing, verbally or implied.

Based on the agreement between the U.S. government and the national government, Volunteers are not required to pay taxes, customs duties, import taxes, or for visas.

Volunteer Vacation, Holidays, and Sick Leave

Volunteers are allowed two days of vacation per month, for a total of 24 vacation days per year. Volunteers cannot take vacation during the first three months of service or the last three months of service except in conjunction with an authorized emergency leave.

Volunteers must discuss their planned vacation dates with the host organization and receive permission from the host country organization's Supervisor at least two weeks in advance. The Volunteer must complete the appropriate Peace Corps Leave Request Form, which must be

signed by the Supervisor from the host country organization before submission to the Peace Corps office.

Volunteers should receive the day off on the country's public holidays but not for U.S. holidays. The Peace Corps office is closed on both U.S. and host country public holidays.

Often a Supervisor or Counterpart is identified as the Volunteer's primary emergency contact person at his/her site. If this is the case, the Volunteer should inform that person any time he/she will be away from the site overnight, providing a phone number or location where he/she can be reached.

In case Volunteers become seriously ill, they might return to the United states for medical attention. If this happens, the Peace Corps will notify the host organization when and if the Volunteer will return to work.

Extensions, Transfers, Emergency Leave, and Terminating Service

A Volunteer's period of service is for two years. After this it is assumed that a Counterpart will carry on the Volunteer's work. At times, depending upon the project, there may be more than one cycle of Volunteer placed in a job. Options therefore are to:

1. extend the service of a current Volunteer for up to two years, or
2. assign a second (or third) Volunteer to serve for two years in the same position, or another related supporting position, or
3. have a Counterpart carry on the work.

There are certain circumstances in which it becomes apparent that a Volunteer should be transferred to a different assignment or should not remain in-country. Reasons for early termination or transfer include: medical problems; security issues; behavior or performance problems; family or personal reasons.

Volunteers may return to the U.S. in the event of a grave/critical family medical emergency or death (mother/father or surrogate, brother/sister, son/daughter). Fourteen days of emergency leave (exclusive of travel time) are allowed in the first instance. If the emergency continues, an extension of an additional 14 days may be allowed, but only under the most extraordinary circumstances. Combined emergency leave and extension leave cannot exceed 60 days.

If a Volunteer is authorized to take emergency leave, the Peace Corps will notify the host organization of the circumstances and keep the organization informed as to when to expect the Volunteer back at work.

In exceptional cases the Peace Corps can transfer a Volunteer to another site, based on a determination that a new site placement would better serve the Peace Corps, the Volunteer, or both.

If a Volunteer violates local law or any Peace Corps regulations (especially concerning vehicles, drug use, and working for paid services), he/she will be immediately separated from Peace Corps service and sent back to the United States.

Peace Corps does not guarantee replacing a Volunteer whose service has been terminated.

Reasons Why the Peace Corps Can Withdraw a Volunteer

The Volunteer's skills and/or qualifications do not match the organization's requirements.

The anticipated host country organization's support for the Volunteer's assignment is not forthcoming. For example, the Volunteer's Counterpart will not meet with the Peace Corps staff representatives for discussion of issues affecting the Volunteer's assignment.

Irreconcilable differences arise between the Volunteer and his/her Counterpart or other organization personnel.

The Volunteer's assignment/presence is deemed to be detrimental to the interests of the Volunteer, the Peace Corps, or the host agency.

It becomes apparent that the Volunteer, by being present in the assignment, is keeping a qualified host country national out of a job.

There are conditions in the assignment which could or do result in physical, mental, or emotional harm to the Volunteer.

Changes in the assignment result in making it different from the original request for a Volunteer and making it no longer a suitable assignment.

The Volunteer is separated from the Peace Corps for any reason.

Reasons Why the Host Agency Can Request the Withdrawal of a Volunteer

The Volunteer knowingly disregards the organization's legitimate directives/regulations; the Volunteer's presence becomes untenable, or irreconcilable problems develop.

The Volunteer is clearly not qualified (academically, professionally, physically, or skill-wise) for the assignment as agreed on by both the Peace Corps and the host country organization, and a suitable alternative assignment cannot be identified or developed.

The Volunteer's behavior is culturally inappropriate to his/her role and offensive to host country colleagues.

The Volunteer's presence in the host country organization is detrimental to the interests of the Volunteer, the Peace Corps, or the host organization.

Reasons for Immediate, Mandatory Administrative Separation of the Volunteer

Violation of the Peace Corps' policy concerning use of illegal drugs.

Violation of the Peace Corps' motorcycle helmet policy.

Violation of the Peace Corps' policy regarding involvement in intelligence gathering or activities.

Refusal to take required vaccinations or medical prophylaxis.

Medical Services for Volunteers

Volunteers receive 100 percent of their medical care from the Peace Corps. The Peace Corps' medical office has regular office hours and a member of the Medical Unit staff is always on call after office hours and on weekends and holidays. These services are only for Volunteers and not for Peace Corps staff or other persons in the community. Below is detailed information about medical care and medical emergencies.

The medical office usually does site visits to assess Volunteer housing and safety and health needs.

Volunteers should not be treated by a local doctor without the authorization of Peace Corps medical office except in cases of emergency when it is not possible to contact the Peace Corps medical office.

Volunteers receive training in how to prevent illness, care for minor illnesses, and when to consult with the medical officer.

Occasionally, Volunteers may be required to go to the medical office to receive mandatory inoculations and to have an annual checkup.

If Volunteers need to consult the Peace Corps medical office, they must inform their Supervisor that they will be absent from their work to get medical treatment, and estimate when he/she will return.

Sometimes, it is necessary for Volunteers to leave the country to receive special medical care. In such cases, the Volunteer may be out of the country for a maximum of 45 days. If the situation cannot be resolved during that time period, the Volunteer's service will be terminated and they will return home.

The Peace Corps guarantees confidentiality of Volunteers' medical information. For this reason, the Peace Corps cannot provide any information on the medical condition of Volunteers, or on the treatment they are receiving. The Peace Corps will let Supervisors know if a leave of absence is needed.

If Supervisors have any concerns about a Volunteer's health or safety, they should contact the Peace Corps medical office.

Living Standards

The Peace Corps gives a monthly living allowance to each Volunteer. This allowance is intended to provide for the Volunteer's personal transport, food, clothing, and personal necessities. Job-related transportation, office supplies, and work-related communications are to be provided by the host organization where the Volunteer is assigned.

Housing

Often housing is identified and/or provided by the host country organization and community members and must comply with established Peace Corps' criteria. The Volunteer is normally expected to live in this housing for the duration of service. Issues regarding Volunteer housing should be discussed with the program manager.

Personal Appearance

Volunteers should dress appropriately both on and off the job and respect host country attitudes toward personal appearance.

Conferences and Training Sessions

Periodically throughout the two years of service, there will be training sessions and conferences which all Volunteers are required to attend. They include In-Service Trainings for both technical and language purposes and a close of service conference several months before they finish their service. Often Counterparts are invited to attend a workshop with a Volunteer. The Peace Corps will cover most or all of the conference costs for both Volunteers and their Counterparts.

Frequently Asked Questions From Supervisors and Counterparts

Think about the site development trips you took. What were the most common questions you were asked during these trips? What seemed to be most surprising or puzzling for people? Ask your receptionist what questions people often ask. Meet with other staff members and ask them. Use these insights to help develop a section covering commonly asked questions.

A section on commonly asked questions is not mandatory by any means, but it may be a useful addition to the Supervisor/Counterpart Handbook.

Frequently Asked Questions From Supervisors and Counterparts

Q Why is it necessary to have a Counterpart to work with the Volunteer, and how is this Counterpart selected?

A The Peace Corps' goal is to assist an organization in becoming self-sufficient and self-sustaining. The process of strengthening the organization happens through the acquisition of new skills, information, and resources. Therefore, there must be a person or persons with whom the Volunteer can work to learn about the organization, where he/she fits in, and to facilitate the mutual transfer of skills and generation of ideas. Some agencies identify one Counterpart with whom the Volunteer works. Other agencies use a strategy in which the Volunteer works with several people, in other words, multiple Counterparts.

Q What responsibility do we as Counterparts and Supervisors have in introducing the Volunteer to members of the community?

A In order for Volunteers to be effective, they need to become part of the community. Supervisors and Counterparts can introduce Volunteers to people in the community. These people can be friends, neighbors, and others who will work with the Volunteers. This will help Volunteers be more successful, happy, and safe. You can also take the Volunteer to local sites and help them learn about the community.

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Q Can a Volunteer get us grants?

A The focus of the Volunteer's work is on people, not things. The Volunteer can assist in the proposal writing and/or fundraising process, but only if the Volunteer and Counterpart work together. In this way Counterparts can be better prepared to do fundraising on their own in the future.

Q How can we best support a Volunteer?

A Every Volunteer is different. It is important to talk to the Volunteer about his or her skills, interests, needs, and motivations. Volunteers often ask Supervisors for feedback. It is important to build an open communication channel. When challenges happen, you will be able to talk about them and solve them together. When you are successful you will be able to celebrate together.

Q What should I do if a Volunteer is a victim of crime?

A Ensure the Volunteer's well-being, offer support, and encourage the Volunteer to report the incident to the Peace Corps.

Q What should we do if the Volunteer does not come to work as expected?

A As with anyone else in your organization, the Volunteer should inform the Supervisor that he/she will not be at work and the reason(s) why. If you do not hear from the Volunteer, you should find out what has happened as soon as possible. Perhaps if there is a problem and the Volunteer needs help, or perhaps the Volunteer is being negligent in his/her work. You should notify the program manager of a Volunteer's continuing absence.

Q What if absence from work becomes chronic?

A Chronic absence can be an indicator that the Volunteer is having problems. The absences might be a sign of difficulty in physically adjusting to the change in climate, food, or physical exertion. They may also indicate there is a cultural adjustment problem. As with any other employee, you should talk to the Volunteer and try to identify the problem and find a workable solution. If this is not possible call the program manager and discuss the situation. It is important to identify a plan of action to help the Volunteer as soon as possible.

Q Is it possible to have another Volunteer after this one?

A It is possible. Talk to the program manager about your request. Sometimes it takes more than two years to institutionalize a program, and therefore, it is appropriate for a second or third Volunteer to work with an organization. It is important, however, for the organization and the Peace Corps to develop a plan for how the organization will one day work on its own and no longer depend upon Peace Corps support.

Q Is it possible to have more than one Volunteer assigned to one organization?

A It is unlikely that more than one Volunteer would be assigned to the same organization, although it does happen. The Peace Corps believes in spreading the skills and experience of Volunteers to as many organizations as possible. Requests for Peace Corps Volunteers are usually greater than the number of people available.

Q Is it possible for a host agency to select the Volunteer?

A The Peace Corps programming, medical, and training staff are responsible for determining which Volunteer will go to which organization. The host agency should tell the program manager what is needed, especially if certain technical skills and experience are important. This will help make a good match.

Q What should I say if a Volunteer says he/she is thinking about leaving?

A Ask your Volunteer to talk with you about the situation. Assist the Volunteer in identifying his/her reasons for thinking about leaving. Perhaps it would be appropriate to discuss pros, cons, and potential options for staying in the assignment. The Volunteer's reasons may be personal and out of your control. If you feel that there are serious issues that the two of you cannot resolve, discuss the situation with the program manager and the Volunteer.

Emergency Procedures

Emergencies happen. Prepare Supervisors and Counterparts for what to do in case of emergency. Consider developing a worksheet that lists all the information that is needed in case there is an emergency (see sample Emergency Information Sheet). In this way, in times of stress, the worksheet can help them to communicate all of the necessary information.

Guiding Questions:

- ***What forms of communication are available in the communities? (radio, telephone, Internet)***
- ***Do you and the Volunteer have access to direct communication with each other?***
- ***How will you communicate with the Peace Corps?***
- ***What forms of emergency transportation are available in your or surrounding communities?***
- ***Do you know how to get to the Volunteer's house?***
- ***Where are the accessible airports?***
- ***Do you have an emergency evacuation plan designed with the Volunteer?***

Emergency Procedures

If a Volunteer is involved in an emergency you or a member of the community should inform the Peace Corps immediately and communicate the information clearly, concisely, and distinctly. Possible emergency situations include:

- **medical** (a sickness, an accident, or a serious health condition)
- **legal** (a volunteer is arrested by the police, or someone threatens the Volunteer),
- **other** (floods or other natural disasters, political turbulence, etc.)

Medical Emergencies

For medical emergencies, contact the medical office, the duty officer or anyone else at the Peace Corps immediately. If it is not possible to contact the Peace Corps, call the U.S. Embassy to explain the emergency and ask that the information be communicated to the Peace Corps office at once. (See the example of contact information below.) In case of an extreme emergency the Volunteer can seek medical assistance if available, and then notify the Peace Corps (car accident, life-threatening injury, etc.).

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Other Emergency Situations

For other emergency situations, contact the Peace Corps office or duty officer directly. Have a backup plan if the telephone communication does not work.

Emergency Information

In the case of an emergency, try to communicate all of the following information as completely as possible.

- Name, telephone number, and location of the person who is calling
- Name of the Volunteer, and the Volunteer's site or present location of the Volunteer
- Description of the problem or situation (symptoms, circumstances, etc.)
- General condition of the Volunteer or situation
- Treatment or medication that the Volunteer is taking, if appropriate
- Medication, equipment, or materials that will be urgently needed
- If evacuation is necessary, a recommendation on what would be the best way. If recommending evacuation via air, identification of the nearest runway.
- Other important information (road conditions, weather, temperature, local resources, etc.)
- Clear instructions on how to get back in touch with the caller (telephone number, radio, etc.)

Sample: Information Needed in the Event of an Emergency

Who and where?	
Name of the person who is calling	
Telephone number of the person who is calling	
Can we call back the person who is calling at this telephone number?	
If it's not possible to call back the person who is calling on the telephone, who can call us back and when?	
Name of the Volunteer who is sick, in trouble, or in danger	
Name of the town and exact place where the Volunteer is located	
What is the emergency?	
Describe the Volunteer's situation.	
When did the problem happen?	
Where did it happen?	
Is the Volunteer conscious?	
Can the Volunteer walk?	
Does the Volunteer have a fever?	
Can the Volunteer travel?	
Immediate action	
What can be done for the Volunteer?	
If evacuation is necessary, what means do you recommend?	
What is the name and telephone number of the local hospital?	
What is the name and telephone number of a local doctor?	
Where can we meet or pick up the Volunteer?	

Peace Corps Contact Information

This is a sample. It may require modification by each post.

Office	Name	Office Telephone Number	Home or Alternate Telephone Number
Peace Corps Office			
Peace Corps Duty Officer (evenings and weekends)			
Country Director (CD)			
Administrative Officer (AO)			
Programming and Training Officer (PTO)			
Program Manager (APCD)			
Medical Office Number (PCMO)			
Medical Officer (PCMO) On-Call Number			
Medical Assistant			
Consulting Physician			
American Embassy/Consulate			
Consulting Physician			

Quick Guide to the Peace Corps' Policies

Legal Status

Volunteers are not officers or employees of the United States government. They do not have diplomatic immunity. They are subject to your government's laws while overseas and will be treated in accordance with the local laws.

Financial Gain

Volunteers may NOT receive payment for any of their services. The Peace Corps provides them with a living stipend.

Drugs

A Volunteer found to be involved with illegal drugs in a manner not authorized for medical purposes will be separated from the Peace Corps immediately.

Alcohol

The use of alcohol is left to the discretion of the Volunteer. Inappropriate behavior or inability to perform in an assignment resulting from misuse of alcohol may be cause for the Volunteer to be separated from the Peace Corps.

Political Expression

The Peace Corps' ability to perform its mission is contingent upon not being identified with host country political issues or movements. Therefore, Volunteers are to avoid becoming involved in country politics in any way. It is the Peace Corps' expectation that their Counterparts will understand and support them in this approach.

Firearms

Volunteers are not allowed to possess or use firearms.

Media

Because the Peace Corps wants to keep Americans and host country citizens informed about its accomplishments, it maintains a policy of openness and willingness to respond to inquiries from journalists and to provide information about programs. Volunteers and their Counterparts should discuss upcoming articles or activities in advance with the program manager and/or country director.

Official Agreements

Volunteers may not sign contracts, agreements, certificates, or any other official documents or make verbal agreements on behalf of the Peace Corps.

Volunteer Transportation

Volunteers may not own or drive motorized vehicles in their country of assignment unless it is necessary to accomplish the goals of a project or otherwise authorized by the program manager and the country director.

Bicycle Helmets

Bicycle helmets must be worn when operating bicycles.

Volunteer Health Care

The Peace Corps provides the medical care for all Volunteers. The Medical Unit staff is always available during and after regular office hours. If a Volunteer is ill, the Peace Corps must be notified immediately. If the Volunteer is unable to notify the Peace Corps, the Volunteers' Supervisor/Counterpart or friend needs to do so as soon as possible.

Medical Emergencies

In case of medical emergencies, Volunteers should notify the Peace Corps, the Medical Unit, the Peace Corps medical officer on call and/or the Peace Corps duty officer. The U.S. Embassy can also be contacted in case of emergencies. In case of an extreme emergency the Volunteer can seek medical assistance if available, and then notify the Peace Corps (i.e., car accident, life-threatening injury, etc.).

Natural Disasters

The Peace Corps has developed an Emergency Evacuation Plan that is put into action in case of a natural or civil emergency. Volunteers are required to check in with the Peace Corps office or the Peace Corps duty officer in the event of a disaster.

Sexual Harassment

Sexual harassment is a form of sex discrimination prohibited by U.S. law. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a Volunteer's service;

2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or decisions regarding Volunteer status or service; or

3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may be physical, verbal, or graphic. It may result from the actions of supervisors, co-workers, Volunteers, Trainees, and/or nonemployees. It may occur both on and off the job, and may victimize members of either sex. It includes conduct that is not intended to be harassing by the person who acts, if such conduct is reasonably perceived by the recipient to be harassment.

All Peace Corps managers, supervisors, employees, contractors, Volunteers, and Trainees are responsible for ensuring that their own actions do not constitute or contribute to sexual harassment. Managers and supervisors are responsible for correcting behavior that may constitute sexual harassment; taking immediate action to investigate all allegations of sexual harassment; protecting against retaliation against any individual who raises a complaint; and taking appropriate remedial and/or disciplinary action, which may range from a reprimand to removal.

Notes

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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